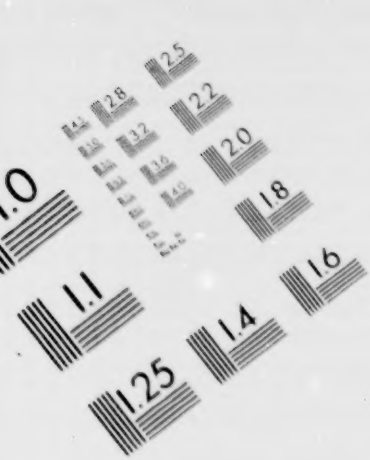

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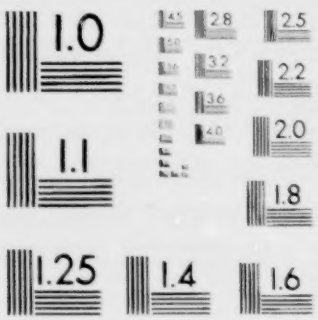

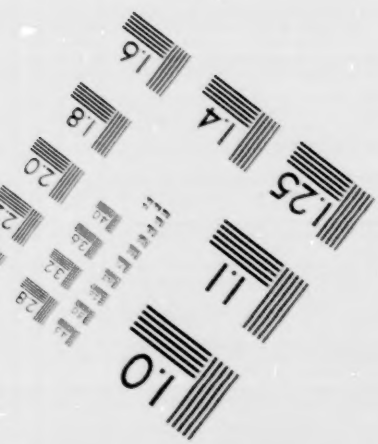

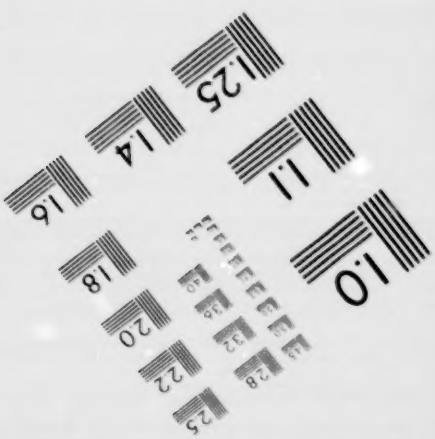

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ABSTRACT

For social studies teachers, good social studies requires good reading, writing, and mathematics skills. In addition, the Pennsylvania System of School Assessment (PSSA) administers reading, writing, and mathematics assessments to students at specific grade levels. Through many years of working together with their classes and with the "We the People..." program, the co-developers of these instructional materials discovered the need to create interdisciplinary materials in reading, writing, and mathematics for social studies. These materials focus on the United States Constitution. The materials are divided into these sections: "Literature and Writing Connections"; "Literature and Writing: Elementary School"; "Literature and Writing: Middle School"; "Reading: Elementary"; "Math Strategies"; "Mathematics: Elementary School"; and "Mathematics: Middle School." The literature and writing connections section outlines literature links to Pennsylvania civics standards, while the literature and writing sections provide teaching strategies for teachers using quality literary selections with their students. The elementary reading section offers practical materials for reading improvement and textual understanding. The mathematics sections provide narrative mathematics problems for teachers to use with students to improve their mathematics skills. (BT)

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ED 471 103

We the People... The Citizen and the Constitution

Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Interdisciplinary Strategies

- Social Studies
- Literature
- Reading
- Writing
- Math

SO 034 418

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Center for Civic Education and the Allentown School District
School Violence Prevention Demonstration Program
2001 - 2002

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TO THE EDUCATIONAL RESOURCES

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"A teacher who can arouse a feeling for one single good action...accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form."

-Johann Wolfgang von Goethe, German poet and dramatist

Center for Civic Education and the Allentown School District
School Violence Prevention Demonstration Program
2001 - 2002

Preface

Melissa tells all teachers that teaching citizenship is not reserved to the social studies teachers; it is to be taught in all classrooms, hallways, communities and homes. We all have a responsibility to teach Civics.

Myron reminds our social studies teachers that "good" social studies requires good reading, writing and math skills. Melissa further reminds them that literature is based on the context of the time in which it was written with plots and issues that revolve around many of the civic themes that we teach.

The work enclosed in this document is the result of many years of working together with our classes and with the We the People program. We discovered through our students the need to create interdisciplinary materials. They showed us the connections that needed to be made. More recently, events in Pennsylvania have intensified this need and the connections that needed to be made for our fifth grade teachers in the Allentown School District, Pennsylvania.

This work should not be considered complete and is on going, thus the reason for some underdeveloped areas at this time. As time and resources allow us, we plan to continue this work using the Center for Civic Education materials as a basis in the development of interdisciplinary strategies.

Myron E. Yoder
Melissa W. Bell
Allentown Pennsylvania

PLEASE NOTE:

"PSSA" when used in this document stands for the "Pennsylvania System of School Assessment."

This assessment in Reading, Writing and Math is administered to students at certain grade levels in the state and the scores are used to assess schools. Low performing school districts could be taken over by the state and turned over to For-Profit Corporations.

Center for Civic Education and the Allentown School District
School Violence Prevention Demonstration Program
2001 - 2002

Literature and Writing Connections

We The People: The Citizen and the Constitution

LITERATURE LINKS TO CIVIC STANDARDS

Melissa Bell
Allentown School District

PA 5.2 Rights and Responsibilities of Citizenship

PA Standard	Grade	Literature Link(s)
B. Identify personal rights and responsibilities. C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.	3	FREDERICK; What role does diversity play in society? Does everyone have to contribute in the same way?
B. Identify personal rights and responsibilities. F. Explain the benefits of following rules and laws and the consequences of violating them.	3	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS; A "little lie" becomes a rumor that leads to panic and accidental death. Addresses issues of individual rights and responsibilities with regard to following rules.
B. Explain the relationship between rights and responsibilities. E. Identify examples of the rights and responsibilities of citizenship.	6	CHARLOTTE'S WEBB; Examines the responsibilities of members of a community toward each other and differing ways people participate to reach a common goal.
A. Explain positions on issues related to rights and responsibilities of citizenship. F. Describe the impact of the consequences of violating rules and laws.	6	THE OUTSIDERS; Addresses issues of personal responsibilities to the individual and to society. What are the consequences of violating laws of society?
A. Describe the essential rights and responsibilities of citizens in systems of government. E. Explain the importance of political process to competent and responsible participation in civic life.	9	ANIMAL FARM; Examines the necessity for society to become civilized through government by laws. How does an individual or group meet needs/desires without destroying others or society?

PA 5.2 Rights and Responsibilities of Citizenship

PA Standard	Grade	Literature Link(s)
C. Delineate skills used to resolve conflicts in society and government. G. Explain the difference between political and social participation in government.	9	LORD OF THE FLIES; What constitutes moral and ethical behavior? How does one define "right" and "wrong"---"good" and "evil"?
B. Analyze the rights, responsibilities and participatory role of citizens at local, state and national levels of government. F. Analyze the role of law for the protection of individual rights and for the common good.	12	ANTIGONE; Addresses the issues of civil disobedience and the empowerment of citizens.
B. Analyze the rights, responsibilities and participatory role of citizens at local, state and national levels of government. E. Explain how participating in civic and political life leads to the attainment of individual and public goals. G. Explain the responsibility and process to register to vote and evaluate the importance of knowledge to competent and responsible participation in civic life.	12	BRAVE NEW WORLD; How is an individual's involvement in society diminished by an all-powerful national government? Examines American preoccupation with equality—perhaps at the expense of individual liberty.
E. Explain how participating in civic and political life leads to the attainment of individual and public goals. F. Analyze the role of law for the protection of individual rights and for the common good.	12	THE FIXER; How does one define citizenship in a totalitarian society? Is it possible for an individual to "participate" in a "non-participatory" form of government?

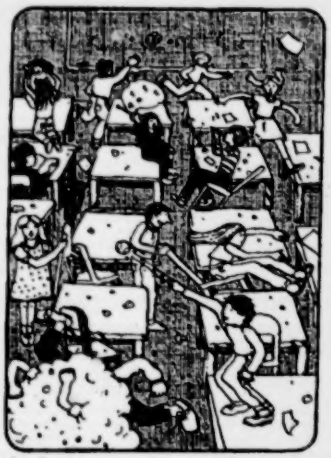
Literature and Writing
Elementary School

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People

Elementary Text

HANDOUT 2-1
Solving the problems in a state of nature.



Scene 1:

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

This classroom has no rules. There is no one in authority-- no one with the right to tell others what to do. Write to inform the reader about problems you see. Explain what rights are being taken away.

As you write your paper, remember to:

- ✓ Clearly explain the problems you see and rights being taken away.
- ✓ Include specific facts, details and examples of these problems and rights.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People

Elementary Text

HANDOUT 2-1
Solving the problems in a state of nature.

Scene 2:

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

This picture shows how one person with authority tried to solve some of the problems. Write to inform the reader of some solutions you see in the picture. Include an explanation of what the students have gained and what they have lost.

As you write your paper, remember to:

- ✓ Clearly explain the solutions and what the students have gained and lost.
- ✓ Include specific facts, details and examples of solutions, gains and losses.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text **PSSA Style Writing Assessment**	**Student Name**	
Handout 5-1 (optional) **Analyzing the Declaration of Independence**	**Teacher**	

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

The Declaration of Independence contains many of the Founders' beliefs about government. Reread the passage from the Declaration in your text. Then write to inform the reader of specific words or phrases that show the beliefs listed below:

NATURAL RIGHTS
SOURCE OF NATURAL RIGHTS
PURPOSE OF GOVERNMENT
CONSENT OF THE GOVERNED
THE RIGHT OF PEOPLE TO CHANGE THEIR GOVERNMENT

As you write your paper, remember to:

- ✓ Clearly identify words and phrases that show the beliefs listed.
- ✓ Include specific facts, details and examples of each of the beliefs listed.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text **PSSA Style Writing Assessment** **Handout 7-1** **What is wrong with this story?**	**Student Name**	
	Teacher	

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

The reporter who wrote the story below made some important mistakes. Based on what you have read in the text, rewrite the story to correctly inform the reader about the event described.

There were 105 delegates attending a constitutional convention held in Washington D.C. in the winter of 1764. Most of the Framers were young men and women who were rich and important in their states. The delegates also included some free black men, slaves, and poor farmers. James Madison was one of the important delegates at the convention. George Washington also attended the convention--probably because he loved politics so much. Patrick Henry came too. He thought a strong national government was a great idea.

The first thing the Framers decided to do was ignore their instructions to just "fix" the Articles of Confederation. They decided that the best thing to do was to start over again and write a new constitution. Because this was such an important event, the Framers decided to call in the country's best reporters to make sure that history was well-recorded and that everyone would know about the convention right away.

As you write your paper, remember to:

- ✓ Clearly correct all mistakes made in the story.
- ✓ Include specific facts, details and examples in your story.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text **PSSA Style Writing Assessment** **Handout 8-2** **How would you solve this problem?**	**Student Name**	
	Teacher	

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, a farmer, believes that the community needs more farmland to produce more crops. The second brother, an artist, believes that the community needs a beautiful park where families can spend time together. The third brother believes that a factory that would give jobs to people in the community would be the best way to use the land. Write to explain to the reader a way in which each of the three brothers gets at least part of what he wants.

As you write your paper, remember to:

- ✓ Clearly explain your way of solving the problem.
- ✓ Include specific facts, details and examples in your explanation.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

We the People

Elementary Text

HANDOUT 20-2

Letter to a Friend

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

It is 1893. You are a young black man living in the South. Today you went to register (sign up) to vote. But tonight you are still not a registered voter. Write a letter to inform a friend in a Northern state about what happened to you today. Include your feelings about this experience, whether or not you believe your constitutional rights were violated and what you think should be done.

As you write your paper, remember to:

- ✓ Clearly explain what happened to you, your feelings and whether or not your constitutional rights were violated.
- ✓ Include specific facts, details and examples of the events, your feelings and the issue of constitutional rights being violated.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

We the People...
The Citizen and the Constitution
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Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

ELEMENTARY LESSON #22
INTERDISCIPLINARY CONNECTION

WE THE PEOPLE text: How do we decide what is best for everyone?

LITERATURE LINKS:

FREDERICK by Leo Lionni

FRANKLIN SAYS SORRY by Paulette Bourgeois and Brenda Clark

DON'T NEED FRIENDS by Carolyn Crimi

YERTLE THE TURTLE by Dr. Seuss

Four groups, four "story stations". Each group will have ten minutes at each story station. During that time period, have a member of your group read the story aloud to your group.
Then, using the sheet and markers provided, list common welfare "connections" you find in the story. BE SPECIFIC!

When the ten-minute "buzzer" rings, move as a group to the next story station. Select another group member to read the story aloud, then add "connections" to the list your group has "inherited". Place a checkmark next to any "connections" made by an earlier group with which you agree.

As you read and discuss each story, keep the following question in mind: HOW DO WE DECIDE WHAT IS BEST FOR EVERYONE?

Story connection sheets will be posted at the end of the lesson.

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Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

FREDERICK
By Leo Lionni

SUMMARY:

A family of field mice lived in a stone wall near an abandoned farm. As winter approached, the little mice began gathering nuts, straw, wheat and corn - all of the mice but Frederick. The other field mice complained about Frederick not doing his share of the work. Frederick's response was quite simple. He explained that while the other mice were gathering food for the winter, he was gathering sun rays, colors, and words for the long, bitter winter days ahead. As his fellow mice scurried about collecting bits of food, Frederick stared at the beautiful meadow and soaked up the warm rays of the sun.

Winter arrived, the snow fell and all the field mice retreated to their cozy stone wall. As time passed, they enjoyed all the food they had gathered and shared silly stories about foxes and cats. Eventually, the food supply disappeared and none of the mice felt like talking. They asked Frederick about his "supplies" and he told them to close their eyes and listen. Fredrick proceeded to describe the golden glow of the warm sun; the little mice began to feel warm inside. He told them about the red poppies in the yellow wheat, the blue periwinkles and the green leaves on the berry bush. The other mice could see the colors so clearly. Frederick then shared the words he had stored so many months ago; he recited a lovely poem about the distinct beauty of the four seasons. The other mice praised Frederick for his poem. Frederick took a bow!

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

CHARLOTTE'S WEB

E.B. White (1952)

A young girl and a tiny spider befriend a pig named Wilbur. Born the "weakling" of the litter, Wilbur is to be killed for food. Charlotte uses her web to save Wilbur's life, and in the process, teaches the other farm animals about friendship, trust and common welfare.

"Ever since the spider had befriended him, he had done his best to live up to his reputation. When Charlotte's web said SOME PIG, Wilbur had tried hard to look like some pig. When Charlotte's web said TERRIFIC, Wilbur had tried to look terrific. And now that the web said RADIANT, he did everything possible to make himself glow."

"No pig ever had truer friends, and he realized that friendship is one of the most satisfying things in the world."

"I shall go too," she said softly. "I have decided to go with Wilbur. He may need me. We can't tell what may happen at the Fair Grounds."

"Do you feel all right?"------- A little tired, perhaps. But I feel peaceful. Your success in the ring this morning was, to a small degree, my success. Your future is assured. You will live, secure and safe, Wilbur. Nothing can harm you now."

"Wilbur was in a panic---------Suddenly he had an idea...If Charlotte herself was unable to go home to the barn, at least he must take her children along. "

"Wilbur had already decided how he would carry the egg sac...there was only one way possible. He carefully took the little bundle in his mouth and held it there on top of his tongue. "

"Next day, as the Ferris wheel was being taken apart and the race horses were being loaded into vans and the entertainers were packing up their belongings and driving away in their trailers, Charlotte died...Nobody, of the hundreds of people that had visited the Fair, knew that a grey spider had played the most important part of all. "

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

CHARLOTTE'S WEB

E.B. White

Links to: *Foundations of Democracy: Authority*

What situations in the book show someone using authority? Explain.

Where did that character get the authority exercised?

What situations in the book show someone using power without authority? Explain.

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

In CHARLOTTE'S WEB, you read about situations in which a character used authority.

Write to inform the reader of two of these situations and where the character got the authority used.

As you write your paper, remember to:

- Clearly explain each situation showing authority.
- Include specific facts, details and examples of each.
- Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- Use a variety of words and well-constructed sentences.
- Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

CRASH

Jerry Spinelli

AUTHORITY:

Who in the story exercised authority? Explain your choice.

Who exercised power without authority? Explain your choice.

RESPONSIBILITY:

What responsibilities did Abby take on?

What were the consequences of Abby carrying out her responsibilities?

WE THE PEOPLE:

How can you apply the First Amendment to the Constitution to the plot of CRASH?

We the People...
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Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

CRASH

Jerry Spinelli

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

In the final chapter of CRASH, John Coogan (Crash) says, "so much has changed from a year ago".

Write to inform the reader of two changes which occur and the role Penn Webb played in bringing about those changes.

As you write your paper, remember to:

- ✓ Clearly explain the two changes which occur.
- ✓ Include specific facts, details and examples of each change.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

FREAKY FRIDAY
Mary Rodgers

AUTHORITY

What are the positions of authority described in the story? What is the purpose of each position? Is each position necessary? Why or why not?

Why do you think it is important to be able to evaluate a position of authority, such as the ones in this story?

RESPONSIBILITY

What responsibilities did Annabel take on?
What were the consequences of her carrying out each responsibility?
What events happened in the story for which someone was responsible?
How was knowing who was responsible used to reward someone?
How was knowing who was responsible used to penalize someone?

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic. .
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Annabel Andrews makes a wish in FREAKY FRIDAY her wish comes true. She becomes her mother! Write to persuade the reader that Annabel's wish taught her several lessons about adult responsibilities.

As you write your paper, remember to:

- ✓ Clearly explain the lessons she learned.
- ✓ Include specific facts, details and examples of each lesson you explain.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

FRINDLE
Andrew Clements

AUTHORITY

Who in the story exercised authority? Did anyone exercise power without authority?

What rules or laws were people in the story supposed to obey?

What are some of the consequences of Ms. Granger exercising authority as a teacher?

Which of those consequences are benefits? Which of those consequences are costs?

RESPONSIBILITY

Do you agree with the decisions made by the principal? Why or why not?
Why did different groups have differing ideas about what to do?

WRITING PROMPT: PSSA STYLE

Planning:
- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

FRINDLE tells the story of a tug of war between Nick Allen and Ms. Granger, his 5th Grade teacher. Write to inform the reader how Nick uses power without authority to get people to use the new word he created.

As you write your paper, remember to:
- ✓ Clearly explain how Nick uses power without authority.
- ✓ Include specific facts, details and examples of this power.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

HOLES
Louis Sachar

AUTHORITY:

List two rules in effect at Camp Green Lake.

Evaluate these rules using the intellectual tools you learned in Lesson 7 (page 49) in your AUTHORITY text.

RESPONSIBILITY:

What are Stanley's responsibilities in the story?

What other values and interests are involved in carrying out these responsibilities?

How do these values and interests compete with the responsibilities?

If you were Stanley, what would you do? Why?

WE THE PEOPLE:

Explain the constitutional principle of the PRIVATE DOMAIN.

Describe an example of this principle in HOLES.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

HOLES
Louis Sachar

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

HOLES is an example of a "story within a story". There is the story of Stanley Yelnats and Group D at Camp Green Lake and the story of Miss Katherine Barlow and Sam the onion man who lived in Green Lake one hundred years earlier. Write to inform the reader of ways in which the two stories are connected to each other.

As you write your paper, remember to:

- ✓ Clearly explain the "connections" you find between the two stories.
- ✓ Include specific facts, details and examples of these connections.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE INCREDIBLE JOURNEY

Sheila Burnford

AUTHORITY:

Which of the three animals in THE INCREDIBLE JOURNEY exercised authority?

Where did the animal get that authority?

RESPONSIBILITY:

What were John Longridge's responsibilities in this story?

What were the consequences for him and others of carrying out these responsibilities?

WE THE PEOPLE:

In your WE THE PEOPLE text, civic virtue is defined as "putting the common welfare above individual interests".

In what ways did each animal demonstrate civic virtue on the long journey?

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE INCREDIBLE JOURNEY

Sheila Burnford

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains; focus, content, organization, style and conventions.

PROMPT:

In THE INCREDIBLE JOURNEY, it becomes quite evident that separately the three animals would die.

Select one of the animals and write to persuade the reader that the statement above is true.

As you write your paper, remember to:

- ✓ Clearly state your reasons why the animal (alone) would die.
- ✓ Include specific facts, details and examples.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE INDIAN IN THE CUPBOARD
Lynne Reid Banks

AUTHORITY:

In choosing to "bring to life" Little Bear, Tommy and Boone, did Omri exercise authority or power without authority?

What are some of the consequences of Omri exercising this authority or power without authority?

Which of these consequences are benefits?

Which of these consequences are costs?

RESPONSIBILITY:

Do you agree with Omri's decision to return Little Bear, Boone and Bright Stars to their own place in time? Why or why not?

WE THE PEOPLE:

Civic virtue means that people should put the common welfare above their own interests. Describe an event in THE INDIAN IN THE CUPBOARD in which civic virtue was not demonstrated.

What were the consequences?

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE INDIAN IN THE CUPBOARD
Lynne Reid Banks

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

THE INDIAN in the cupboard and Boone learn several important lessons about common welfare from each other. Write to persuade tne reader that each character did in fact benefit from meeting the other.

As you write your paper, remember to:

- ✓ Clearly explain the common welfare lessons learned by Little Bear and Boone.
- ✓ Include specific facts, details and examples of common welfare lessons learned.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE KID WHO BECAME PRESIDENT
Dan Gutman

AUTHORITY:

Use the chart *Intellectual Tools for Evaluating a Candidate for a Position of Authority* on page 40 in the AUTHORITY text to evaluate the position of President of The United States.

RESPONSIBILITY:

Use the chart *Intellectual Tools for Deciding to Take on a Responsibility* on page 33 in the RESPONSIBILITY text to examine Judson Moon's decision to accept the Presidency.

WE THE PEOPLE:

"The Framers gave the President many powers and responsibilities as head of our nation."

- Explain some of these powers.

Describe two situations in which Judson learned how the President's powers can be limited.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE KID WHO BECAME PRESIDENT
Dan Gutman

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

THE KID WHO BECAME PRESIDENT contains lessons about how our government is organized. Write to inform the reader about a power given to the Legislative Branch, a power given to the Judicial Branch and a power given to the Executive Branch.

As you write your paper, remember to:

- ✓ Clearly explain the powers given to each of the three branches.
- ✓ Include specific facts, details and examples of these powers.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

MANIAC MAGEE
Jerry Spinelli

AUTHORITY:

Who in the story exercised authority?
Who exercised power without authority?
What rules or laws were people in the story supposed to obey?
Identify some consequences of rules in the story.

RESPONSIBILITY:

What responsibilities did Mrs. Beale take on?
What were the consequences of Mrs. Beale carrying out her responsibilities?
What responsibilities did Grayson take on?
What were the consequences of Grayson carrying out his responsibilities?
What responsibilities did Maniac Magee take on?
What were the consequences of Maniac carrying out his responsibilities?

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Amanda Beale was the first person to actually talk with Maniac Magee. She is also the character talking to him as the story ends.

Write to persuade the reader that Amanda Beale is a "major" player in the story of MANIAC MAGEE.

As you write your paper, remember to:

- ✓ Clearly state the importance of Amanda's role in the story.
- ✓ Include specific facts, details and examples of her role.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE PINBALLS
Betsy Byars

AUTHORITY:

Use intellectual tools you have learned in studying AUTHORITY: FOUNDATIONS OF DEMOCRACY to examine the position of authority filled by the Masons as foster parents.

What are the duties of foster parents?
What powers do foster parents have?
What privileges come with being a foster parent?
What limits are placed on foster parents?
What qualifications should a person have to be an effective foster parent?

RESPONSIBILITY:

Describe two events in the story for which someone was responsible.
How was knowing who was responsible used to reward someone?
How was knowing who was responsible used to penalize someone?
How was knowing who was responsible used to guide future action?

WRITING PROMPT: PSSA STYLE

Planning;

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

In THE PINBALLS, Carlie compares Harvey, Thomas J and herself to pinballs.

Write to explain to the reader what Carlie is saying about their lives through the use of this comparison.

As you write your paper, remember to:

- ✓ Clearly explain the meaning of the pinball comparison.
- ✓ Include specific facts, details and examples regarding the comparison being made.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

SEES BEHIND TREES

Michael Dorris

AUTHORITY:

In Walnut's tribe, what test had to be passed in order for each boy to earn the right to his grown-up name?

What were the strengths of this test?

What were its weaknesses?

RESPONSIBILITY:

What events happened in the story for which someone was responsible?

What were the responsibilities of the weroance(Otter)?

What values and interests competed with her responsibilities?

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

SEES BEHIND TREES
Michael Dorris

WRITING PROMPT: PSSA STYLE

PLANNING

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Sees Behind Trees not only earns his right to his grown-up name- he learns much about the importance of his highly developed senses which allow him to "see what can't be seen".

Write to inform the reader about two situations in which Sees Behind Trees uses this ability to help others.

As you write your paper, remember to:

- ✓ Clearly describe two situations.
- ✓ Include specific facts, details and examples for each.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE SIGN OF THE BEAVER
Elizabeth George Speare

AUTHORITY

In this story, what are some duties, powers and privileges of Saknis, the Indian tribal chief?

What are some limits on the tribal chief?

Do you think Saknis is a good chief? Why or why not?

RESPONSIBILITY

What are Matt's responsibilities in the story?

What are the consequences for Matt carrying out these responsibilities?

Which consequences are benefits? Which consequences are costs?

WRITING PROMPT: PSSA STYLE

Planning:
- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

In THE SIGN OF THE BEAVER, you read about situations in which some characters exercised authority and others used power without authority.

Select one character and write to persuade the reader the authority or power exercised by that character was justified.

As you write your paper, remember to:
- ✓ Clearly explain the justification of the authority or power used.
- ✓ Include specific facts, details and examples of authority or power used.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
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STONE FOX
John Reynolds Gardiner

AUTHORITY

Who in the story exercised authority? Did anyone exercise power without authority?

What rules or laws were people in the story expected to obey?

RESPONSIBILITY

Who in the story had responsibilities?
To whom did the person owe the responsibility?
How did Clifford Snyder represent competing responsibilities?

WRITING PROMPT: PSSA STYLE

Planning:
- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

STONE FOX is the story of a young boy who must take on the responsibilities of a grown man. Write to inform the reader about the benefits and costs Willy experiences while taking on these responsibilities.

As you write your paper, remember to:
- ✓ Clearly explain each benefit and cost.
- ✓ Include specific facts, details and examples of each.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

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THE VIEW FROM SATURDAY
E.L. Koningsburg

AUTHORITY:

Mrs. Olinski exercised authority over The Souls after she selected them to be the 6th Grade Academic Team.

- What was the source of her authority?
- What situations in the story showed someone using power without authority? Explain your response.

RESPONSIBILITY:

- What were Nadia Diamondstein's responsibilities in the story?
- What were the consequences for herself and others of carrying out these responsibilities?

WE THE PEOPLE:

Describe what Ethan Potter learned about individual rights and responsibilities in A VIEW FROM SATURDAY.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE VIEW FROM SATURDAY
E.L. Koningsburg

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

A VIEW FROM SATURDAY ends with Mr. Singh telling Mrs. Olinski that The Souls "found kindness in others and learned how to look for it in themselves". Write to persuade the reader that Mr. Singh's observation is an accurate one.

As you write your paper, remember to:

- ✓ Clearly explain the kindness each student found in others and in himself.
- ✓ Include specific facts, details and examples of the kindness each student found.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

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THE WAR WITH GRANDPA
Robert Kimmel Smith

AUTHORITY:

- Do you agree with the decision made by Peter's parents to give his room to Grandpa? Why or why not?
- Which consequences of this decision were benefits? Which consequences of this decision were costs?

RESPONSIBILITY:

- Describe a situation in THE WAR WITH GRANDPA which raised the problem of competing responsibilities.
- What responsibilities did Jenny, Peter's younger sister, have towards Grandpa?

WE THE PEOPLE:

Explain two ways in which the solution to the problem of Peter's room promoted the common welfare of the entire family.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE WAR WITH GRANDPA
Robert Kimmel Smith

WRITING PROMPT: PSSA STYLE

PLANNING:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Peter declared "war" on his Grandpa in Chapter 14 of the book. Write to inform the reader of strategies used by each side in fighting this war.

As you write your paper, remember to:

- ✓ Clearly explain the strategies used by each side.
- ✓ Include specific facts, details and examples of each strategy.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

WRINGER
Jerry Spinelli

AUTHORITY:

- Who in the story had authority?
- Where did each person get his authority?
- Why is it important to know the source of a person or group's authority?

RESPONSIBILITY:

Use the situation involving Palmer accepting a pigeon as a pet to answer the questions found in the chart *Intellectual Tools for Choosing Among Competing Responsibilities* on page 55 in the RESPONSIBILITY text.

WE THE PEOPLE:

"If we want to protect our rights and welfare, we, the people, have certain responsibilities to fulfill."

Describe the changes in Palmer's understanding of his responsibilities as a friend/citizen toward Dorothy.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

WRINGER
Jerry Spinelli

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

WRINGER is the story of a young boy who learns much about himself and Life between his ninth and tenth birthdays. Write to persuade the reader that Palmer's actions on the shooting field to retrieve his pigeon were not the actions of a "reckless lad" but rather those of a ten year old mature beyond his years.

As you write your paper, remember to:

- ✓ Clearly explain Palmer's actions on the shooting field and the maturity demonstrated by those actions.
- ✓ Include specific facts, details and examples of Palmer's actions.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

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Literature and Writing
Middle School

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MIDDLE SCHOOL LESSON #29
INTERDISCIPLINARY CONNECTION

WE THE PEOPLE text:

1. What are my responsibilities as a citizen?

2. What should a citizen do when he or she thinks a particular law is unjust?

3. Does a citizen have a responsibility to work for the common welfare?

LITERATURE LINKS:

ANIMAL FARM Chapter 5 (pp. 61-70)

CHARLOTTE'S WEB Chapter 12 (pp. 86-101)

LORD OF THE FLIES Chapter 3 (Huts on the Beach)

Keeping in mind the WE THE PEOPLE middle school text is geared to 8th grade, create a lesson plan which focuses upon students making connections between responsibilities of citizenship/ common welfare and the actions/personalities of the characters in your literature link.

When you share your lesson plan with the other groups, be prepared to first give a brief summary of the chapter your group read.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

MIDDLE SCHOOL LESSON #29
INTERDISCIPLINARY CONNECTIONS

WE THE PEOPLE: The Citizen and the Constitution

1. What are my responsibilities as a citizen?
   "If you choose to live among others in a society and enjoy that society's benefits, you are responsible for obeying the society's rules"

2. What should a citizen do when he or she thinks a particular law is unjust?
   "When laws or governmental actions conflict with a citizen's views of what is right and wrong, the citizen faces a difficult decision."

3. Does a citizen have a responsibility to work for the common welfare?
   "People with civic virtue put the common welfare---the good of all the people---over their own interests."

FOUNDATIONS OF DEMOCRACY:

AUTHORITY ◆ PRIVACY ◆ RESPONSIBILITY ◆ JUSTICE

"**POWER** is the ability to control or direct something or someone."

"**AUTHORITY** is **POWER** combined with the RIGHT to use that power."

PRIVACY: the right to privacy may include:

- the right to decide whether information will be shared with others
- the right to solitude--the state of being alone, away from other people
- the right to be free from the interference of others

"**OBJECTS OF PRIVACY**"

- Facts
- Actions
- Places and Possessions
- Thoughts and Feelings
- Communications

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RESPONSIBILITY: "..a duty or obligation to do something or not to do something."

Sources of Responsibility:

- Promises
- Assignments
- Appointment
- Occupation Law
- Citizenship Moral Principles

JUSTICE:

Distributive Justice---"the fairness of how something is distributed or divided among several people or groups... BENEFIT or BURDEN…"

Corrective Justice---"The fairness of a response to some wrongdoing or an injury…"

Procedural Justice---"the fairness of the way information is gathered or the fairness of the way a decision is made..."

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BRIEF PLOT SUMMARIES

ANIMAL FARM by George Orwell (1945)

Nearing the end of his life, old Major, a prize boar on the farm of Mr. Jones, shares with the other animals his vision of a time when animals will rule themselves, free from the oppression of humankind. Eventually, the animals rebel and drive Mr. Jones and the other men from the farm. Renaming their new home " Animal Farm", the pigs take over the task of running the farm. Pigs were selected because they were the most clever of all the animals. Seven Commandments are written by the pigs; commandments which forbid animals to associate with human beings or to adopt human habits. The seventh commandment reads: ALL ANIMALS ARE EQUAL.

The leadership of the farm quickly falls to the two most ambitious boars: Napoleon and Snowball. They compete for control of Animal Farm, each using different "means" to achieve the "end".

CHARLOTTE'S WEB by E.B. White (1952)

A young girl and a tiny spider befriend a pig named Wilbur. Born the "weakling" of the litter, Wilbur is to be killed for food. Charlotte uses her web to save Wilbur's life, and in the process, teaches the other farm animals about friendship, trust and common welfare.

LORD OF THE FLIES by William Golding (1954)

A group of boys evacuated from England during an atomic war land on a tropical island in a "passenger tube" ejected from a flaming airplane. An election for chief is held and Ralph wins over Jack. While Ralph is a natural leader, Jack is a bully and constantly competes with Ralph for control of the boys. Interestingly, Jack is the only boy who carries a knife. Not one adult is present on the island; the young boys must figure out how to survive and how they might be rescued.

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THE GIVER by Lois Lowry (1993)

Jonas lives in the Community where everything is "perfect". No choices need be made because everyone is assigned a role. War, fear and pain are absent from the society. Medication and strict rules established and administered by the Committee maintain order and Sameness. Babies born with defects and the Elderly Ones experience the Ceremony of Release.

When Jonas becomes twelve, he is selected by the Committee to become the new Receiver. He will be trained by The Giver, an old man who alone possesses memories of past generations-memories of the pains and pleasures of life-the Truth.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE GIVER by Lois Lowry (1993)

Jonas lives in the Community where everything is "perfect". No choices need be made because everyone is assigned a role. War, fear and pain are absent from the society. Medication and strict rules established and administered by the Committee maintain order and Sameness. Babies born with defects and the Elderly Ones experience the Ceremony of Release.

When Jonas becomes twelve, he is selected by the Committee to become the new Receiver. He will be trained by The Giver, an old man who alone possesses memories of past generations-memories of the pains and pleasures of life---the Truth.

"Jonas shrugged..... How could someone not fit in? The community was so meticulously ordered, the choices so carefully made. Even the Matching of Spouses was given such weighty consideration that sometimes an adult...waited months or even years...Like the Matching of Spouses and the Naming and Placement of new children, the Assignments were scrupulously thought through by the Committee of Elders."

"No doors in the community were locked, ever. None that Jonas knew of, anyway. "

"Everyone in the community has one-generation memories..There was a time, actually---you'll see this in the memories later- when flesh was many different colors. That was before we went to Sameness...We relinquished color when we relinquished sunshine and did away with differences...We gained control of many things. But we had to let go of others. 'We shouldn't have! ' Jonas said fiercely. "

"Well..'Jonas had to stop and think it through.' "If everything's the same, then there aren't any choices. I want to wake up in the morning and decide things. "

The Giver nodded..."One might make wrong choices...We don't dare to let people make choices of their own...We really have to protect people from wrong choices. "

"The books are forbidden to citizens. You and I are the only ones with access to the books. "

He had seen a birthday party, with one child singled out and celebrated on his day, so that now he understood the joy of being an individual, special and unique and proud.

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THE GIVER
Lois Lowry

AUTHORITY

What are the positions of authority described in this story? What is the purpose of each position? Is each position necessary? Why or why not?

What are the weaknesses in the Committee's position of authority? What changes, if any, would you suggest to improve that position?

Why do you think it is important to be able to evaluate a position of authority, such as the ones in this story?

What are some of the consequences of having the Committee exercise authority over the Community?

Which of those consequences are benefits? Which of those consequences are costs?

RESPONSIBILITY

What are Jonas's responsibilities in the story?
What are the consequences of Jonas carrying out each responsibility?
Which consequences are benefits? Which consequences are costs?

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT: Jonas's world is perfect in THE GIVER. "There is no war or fear or pain. There are no choices." Write to persuade the reader that Jonas is right when he declares the Community should not have done away with differences.

As you write your paper, remember to:

- ✓ Clearly explain Jonas's thinking behind his declaration.
- ✓ Include specific facts, details and examples to support his declaration.
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

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LORD OF THE FLIES

William Golding

Brief Summary:

A group of English schoolboys evacuated during an atomic war land on a tropical island in a "passenger tube" ejected from a flaming airplane. An election for chief is held and Ralph wins over Jack. While Ralph is a natural leader, Jack is a bully and constantly competes with Ralph for control of the boys. Interestingly, Jack is the only boy who carries a knife. Not one adult is present on the island; the young boys must figure out how to survive and how they might be rescued.

Ralph...lifted the conch. 'Seems to me we ought to have a chief to decide things.' 'I ought to be chief' , said Jack, 'because I'm chapter chorister and head boy.' The dark boy, Roger, spoke up. 'Let's have a vote.' This toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself...What intelligence had been shown was traceable to Piggy while the most obvious leader was Jack. But there was a stillness about Ralph as he sat that marked him out.

"Meetings. Don't we love meetings? Every day. Twice a day. We talk. I bet if I blew the conch this minute, they'd come running. Then we'd be, you know, very solemn, and someone would say we ought to build a jet, or a submarine, or a TV set. When the meeting was over they'd work for five minutes, then wander off or go hunting."

"Conch, conch, " shouted Jack. "We don't need the conch anymore. We know who ought to say things. What good did Simon do speaking, or Bill, or Walter? It's time some people knew they've got to keep quiet and leave deciding things to the rest of us."

The fire's the most important thing. Without the fire we can't be rescued. I'd like to put on war-paint and be a savage. But we must keep the fire burning. The fire's the most important thing on the island....We need more people to keep it going. Let's go to the feast and tell them the fire's hard on the rest of us. And the hunting and all that, being savages I mean---it must be jolly good fun."

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

LORD OF THE FLIES
William Golding

AUTHORITY:

What are the positions of authority described in the novel?

What is the purpose of each position?

Is each position necessary? Why or why not?

RESPONSIBILITY:

What events happened in the story for which someone was responsible?

Why did people in the story want to know who was responsible for the things that happened?

How was knowing who was responsible used to reward someone?

How was knowing who was responsible used to penalize someone?

WE THE PEOPLE:

Answer the questions below using LORD OF THE FLIES as the source for your responses:

Initially, the children found themselves living in a "state of nature".

- Describe some advantages and disadvantages of living in this state of nature.
- What happened to some of the children's rights?

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

LORD OF THE FLIES
William Golding

WRITING PROMPT: PSSA STYLE

Planning:

- Think about what you want to write.
- Reread the prompt to make sure you are writing about the topic.
- Make notes. Use your prewriting skills, such as mapping or outlining.
- Carefully read the five statements below the prompt. Each statement refers to one of the scorable domains: focus, content, organization, style and conventions.

PROMPT:

Golding describes the theme of LORD OF THE FLIES as follows: "...an attempt to trace the defects of society back to the defects of human nature..." Write to inform the reader of ways in which the US Constitution protects society from the "defects of human nature".

As you write your paper, remember to:

- ✓ Clearly explain the "protections" provided by the Constitution.
- ✓ Include specific facts, details and examples of those "protections".
- ✓ Present your ideas in a clear and logical order, including an introduction, body and conclusion.
- ✓ Use a variety of words and well-constructed sentences.
- ✓ Correct any errors in grammar, mechanics and spelling.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE OUTSIDERS

S.E. Hinton

Brief Summary:

Ponyboy is a fourteen year old being raised by his twenty year old and sixteen year old brothers since their parents were killed in an auto accident. He counts on them and his friends but nothing else. He belongs to a gang of "greasers" who are constantly at odds with the Socs, a dangerous gang of rich kids. This story illustrates the need to belong, the role of friends and the capacity to act heroically.

"We're poorer than the Socs and the middle class. I reckon we're wilder, too. Not like the Socs, who jump greasers and wreck houses and throw beer blasts for kicks, and get editorials in the paper for being a public disgrace one day and an asset to society the next. Greasers are almost like hoods; we steal things and drive old souped-up cars and hold up gas stations and have a gang fight once in a while. I don't mean I do things like that. Darry would kill me if I got into trouble with the police. Since Mom and Dad were killed in an auto wreck, the three of us get to stay together only as long as we behave. So Soda and I stay out of trouble as much as we can, and we're careful not to get caught when we can't. I only mean that most greasers do things like that, just like we wear our hair long and dress in blue jeans and T-shirts, or leave our shirttails out and wear leather jackets and tennis shoes and boots. I'm not saying that the Socs or greasers are better; that's just the way things are. "

"We pushed open the door to the back room and found four or five little kids, about eight years old or younger, huddled in a corner. One was screaming his head off, and Johnny yelled, 'Shut up! We're goin to get you out! '.....Johnny wasn't behaving at all like his old self. He looked over his shoulder and saw that the door was blocked by flames, then pushed open the window and tossed out the nearest kid. I caught one quick look at his face...he wasn't scared. That was the only time I can think of when I saw him without that defeated, suspicious look in his eyes. He looked like he was having the time of his life. I picked up a kid, and he promptly bit me, but I leaned out the window and dropped him as gently as I could.....We dropped the last of the kids out as the front of the church started to crumble. Johnny shoved me toward the window. "Get out!" ... Then I heard Johnny scream..."

"It's worth saving those kids. Their lives are worth more than mine, they have more to live for And don't be so bugged over being a greaser. You still have a lot of time to make yourself be what you want...Suddenly it wasn't only a personal thing to me..I could picture hundreds of boys living on wrong sides of cities...mean, tough, hated the world.."

Literature and Writing
High School

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

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LITERARY COMPANION PIECES
For
We the People: The Citizen and the Constitution

UNIT ONE:

LORD OF THE FLIES by William Golding

Examines human nature with applications to Natural Rights Philosophy.

ANTIGONE by Sophocles

Provides insight into Greek city-states and how they were governed. Relates to the question concerning what type of government best protects the natural rights of each individual while promoting the good of all. . Addresses the issue of private versus public morality. (Antigone versus Creon)

THE FIXER by Bernard Malamud

Examines the concept of civic virtue. " I am not a political person....the world ' s full of it but it's not for me. Politics is not in my nature. "

"I am in history.... yet not in it. It passes me by. Is this good, or is something lacking in my character?"

UNIT TWO:

BRAVE NEW WORLD 'REVISITED by Aldous Huxley

Addresses the dangers posed to freedom by man's tendency toward over organization. BIG BUSINESS concept results in a more powerful central government required for regulating policies and relations among corporate giants.

THE PRINCE by Niccolo Machiavelli

Discusses various kinds of military troops including auxiliaries, native, and mercenaries.

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Pennsylvania Congressional District 15 Co-Coordinator

UNIT THREE:

ANIMAL FARM by George Orwell

Examines the necessity for humanity to become civilized by a society governed by laws.

BRAVE NEW WORLD REVISITED by Aldous Huxley

Huxley quotes Jefferson-"Where the press is free, and every man able to read, all is safe." Assumes men are capable of governing themselves with some success only if they are taught to reason. Devotes a chapter to *PROPAGANDA IN A DEMOCRATIC SOCIETY.*

THE PRINCE by Niccolo Machiavelli .

Several chapters describe the "rights" or absence of "rights" in monarchies and republics .

UNIT FOUR:

THE FIXER by Bernard Malamud

Provides numerous examples of ethnic discrimination and violation of individual rights.

Equal protection of the laws a keen issue. "Keep in mind that if your life is without value, so is mine. It the law does not protect you, it will not, in the end, protect me."

UNIT FIVE:

BRAVE NEW WORLD AND BRAVE NEW WORLD REVISITED by Aldous Huxley

Both books examine the "loss" of individual freedoms in favor of equality.

THE FIXER by Bernard Malamud

Addresses the issue of individual rights within the court system.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

UNIT SIX:

ANTIGONE by Sophocles

Antigone views her citizenship as secondary to a higher law--that of the gods. Her sister Ismene believes good ~citizens obey all laws because they are the "laws of the land ".

BRAVE NEW WORLD AND BRAVE NEW WORLD REVISITED by Aldous Huxley

Both books examine the ways in which citizenship is being changed by modern thought and technology.

1. Man's desire "to be governed" rather than govern himself.
2. A strong desire for conformity while mistrusting the individual.
3. An increasing reverence for technology and its comforts/conveniences accompanied by growing apathy toward the arts and humanities.

THE FIXER by Bernard Malamud .

The protagonist comes to view himself in the following light--"One often feels helpless in the face of the confusion of these times, such a mass of apparently uncontrollable events and experiences to live through, attempt to understand, and if at all possible, give order to; but one must not withdraw from the task if he has some small thing to offer--he does so at the risk of diminishing his humanity."

" .....Where there's no fight for it there's no freedom. If the state acts in ways that are abhorrent to human nature it's the lesser evil to destroy it."

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

EXAMPLES OF SMALL GROUP PROJECTS AND ACTIVITIES

1. Design a society without a government. In the process, determine what a government can or cannot do about law or rule-making on problems selected by your group.

   RESOURCES: *ANIMAL FARM* and *LORD OF THE FLIES*

2. Investigate the role of government in the United States today. Explore and research how government's influence on an individual's life has become more pervasive, perhaps invasive. Examples from law enforcement, health care, banking, etc. may serve as "timely topics".

   RESOURCES: *BRAVE NEW WORLD* and *BRAVE NEW WORLD REVISITED*

3. Select a philosophy of government. Using your knowledge of the U.S. Constitution, research and evaluate why and how government has solved or not solved some fundamental current problems of society. Areas such as welfare, health care, child care, marriage and divorce, education, crime, etc. may be examined to determine whether it should be a government function to legislate such issues.

   RESOURCES: *ANIMAL FARM, BRAVE NEW WORLD* and *BRAVE NEW WORLD REVISITED*

4. Assume universal national military service is mandatory in our country. Men and women must register at age 18 and serve a minimum of two years. You believe the Constitution, based on past interpretations, implies that such a requirement is a violation of your individual rights. Do you register or do you not register on your 18th birthday?

   Consider using a debate format for your presentation. Have some members of your group defend the affirmative position (register) and the other members defend the negative position (do not register).

   RESOURCES: *ANTIGONE* and *THE PRINCE*

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5. What constitutes moral and ethical behavior? As your group develops answers to this question, examine and discuss the following:

    a. How do you define "right" and "wrong"--"good" and "evil"?
    b. What goals do/should we have for fulfilling our individual and common humanity?
    c. What am I obligated to do to reach my goals?
    d. How do I meet my needs/desires without destroying others or society?

    Consider using a debate format for your presentation. After answering the questions, have some members of your group defend the "findings" and the other members refute them.

    RESOURCES: *ANIMAL FARM, THE FIXER*, and *LORD OF THE FLIES*

6. Research what your life would be like if you lived in a Greek city-state or a totalitarian society with your present beliefs. Be certain to address all your beliefs (moral, ethical, religious, political, etc.) in your presentation.

    RESOURCES: *ANTIGONE* and *THE FIXER*

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

ANIMAL FARM
by
George Orwell

"The work of teaching and organizing the others fell naturally upon the pigs, who were generally recognized as being the cleverest of the animals. "

"Squealer...was a brilliant talker, and when he was arguing some difficult point he had a way of skipping from side to side and whisking his tail which was somehow very persuasive. The others said of Squealer that he could turn black into white."

"Their most faithful disciples were the two carthorses, Boxer and Clover. Those two had great difficulty in thinking anything out for themselves, but having once accepted the pigs as their teachers, they absorbed everything that they were told, and passed it on to the other animals by simple arguments."

THE SEVEN COMMANDMENTS:

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animals shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

"Comrades," he said, "I trust that every animal here appreciates the sacrifice that Comrade Napoleon has made in taking this extra labour upon himself. Do not imagine, comrades that leadership is a pleasure! On the contrary, it is a deep and heavy responsibility. No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?"

"...out from the door of the farmhouse came a long file of pigs, all walking on their hind legs. Squealer...carried a whip in his trotter. "

"..in spite of the habit, developed through long years, of never complaining, never criticizing, no matter what happened--they might have uttered some word of protest."

"There was nothing there now except a single Commandment....ALL ANIMALS ARE EQUAL BUT SOME ANIMALS ARE MORE EQUAL THAN OTHERS."

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Sophocles' **ANTIGONE**

SETTING: City-state of Thebes in Greece

TIME: 440 BC

BRIEF PLOT SUMMARY:

This Greek tragedy examines the age-old conflict between the requirements of human and divine law. The central character, Creon', is king of Thebes. Antigone and Ismene are daughters of the now deceased Oedipus. Prior to the opening of the play, the brothers of Antigone and Ismene (Eteocles and Polynices) fought against each other in an attempt to gain control of Thebes. Both were killed and now Creon issues an edict denying Polynices a proper burial because he led a foreign army against his own city-state.

Antigone intends to defy Creon's edict and asks her older sister to help, asserting their highest obligations are to the gods, not the king. Ismene is afraid and states that as women they are too weak to go against the king. Keep In mind that according to the Greek view of death, a person's soul could never find rest (peace) until the body was properly buried.

After spreading some soil over Polynices' body, Antigone is captured and brought before Creon. She admits her guilt and Creon sentences her to die. Haemon, son of Creon, attempts to advise his father, pleading for him to temper justice with mercy. Creon refuses to listen to Haemon but reluctantly heeds the words of a prophet and the elders of Thebes. Rushing out to bury Polynices and free Antigone, Creon acts too late. Antigone has committed suicide, Haemon, who loved her, does the same upon discovering her body, and Queen Eurydice, when informed of her son's death, kills herself. Creon acknowledges his responsibility for these tragic events and prays that he may die soon.

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1 **Excerpts from ANTIGONE**

ISMENE: You firebrand! Could I do a thing to change the situation as it is?

ANTIGONE: You could. Are you willing to share danger and suffering and-------

ISMENE: Danger? What are you scheming at?

ANTIGONE: Take this hand of mine to bury the dead?

ISMENE: What! Bury him and flout the interdict?

ANTIGONE: He is my brother still, and yours--though you would have it otherwise. But I shall not abandon him.

ISMENE: What! Challenge Creon to his face?

ANTIGONE: He has no right to tamper with what's mine.

ISMENE: Sister, please, please! Remember how our father died: hated, in disgrace, wrapped in horror of himself, his own hand stabbing out his sight. And how his mother-wife in one twisted off her earthly days with cord. And thirdly how our two brothers in a single day each achieved for each a suicidal nemesis. And now, we two are left. Think how much worse our end will be than all the rest, if we defy our sovereign's edict and his power. Remind ourselves that we are women, and as such not made to fight with men. For might unfortunately is right and makes us bow to things like this and worse. Therefore shall I beg the saints below to judge me leniently as one who kneeled to force. I bend before authority. It does not do to meddle.

ANTIGONE: I will not press you any more. I would not want you as a partner if you asked. Go to what you please. I go to bury him. How sweet to die in such pursuit! To rest loved by him whom I have loved, sinner of a holy sin, with longer time to charm the dead than those who live. For I shall abide forever there. So go and please your fantasy and call it wicked what the gods call good.

ISMENE: You know I don't do that. I'm just too weak to war against the state.

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2

CREON: Now, of course, there is no way to tell the character and mettle of a man until you see him govern. Nevertheless, I am the kind of man who can't and never could abide the tongue- tied ruler who through fear is shy of sound advice. I find intolerable the man who puts his country second to his friend. For instance, if I saw--and God's my witness--danger heading for the state, I would speak out. I could not bear to make my country's enemy my private friend. For, knowing as I do our country is the ship that bears us safe, there are no friends aboard who sabotage. So there you have my principles by which I govern. In accord with them I made the proclamation that you heard just now: Eteocles, who died in arms for Thebes, shall have a glorious funeral, as befits a hero going to join the noble dead. But his brother Polyneices, he who came from exile breathing fire against the city of his fathers and its shrines, the man who came all thirsting for his country's blood, to drag the rest of us away as slaves--I've sent the edict out that none shall bury him or even mourn. He must be left all ghastly where he fell, a corpse for dogs to maul and vultures pick his bones. You see the kind of man I am! You'll not catch me putting traitors up on pedestals beside the loyal man. I'll honor him alone, aiive or dead, who honors Thebes.

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3

CREON: But one who breaks the laws and flouts authority, I never will allow. For, whom the state appoints to govern, he must be listened to in little things, in just things, in things their opposite. And I am confident that one who thus obeys, would make a perfect subject or a perfect king; who even in the thick of flying spears will not desert his post but staunchly stands at his comrade's side. O Anarchy! there is no greater curse than anarchy. It topples cities down, it crumbles homes. It shatters allied ranks in broken flight, which discipline kept whole--for discipline preserves and orders well. Let us then defend authority and not be ousted by a girl. If yield we must, then better yield to man, than have it said that we were worsted by a woman.

HAEMON: Father: Reason is God's greatest gift to man. I would not dream of criticizing yours. But other men can reason rightly too. As your son, you see, I find myself marking every word and act and comment of the crowd, to gauge the temper of the simple citizen, who dares not risk your scowl to freely speak his mind. But I from the shadows hear them: hear a whole city's sympathy towards this girl, because no woman ever faced so unreasonable, so cruel a death for such a generous act. She would not leave her brother lying on the battlefield for carrion birds and dogs to maul. "Should not her name be writ in gold?" they say.------- Then, don't entrench yourself in your opinion as if everyone else were wrong. The kind of man who always thinks that he is right, that his opinions, his pronouncements, are the final word, when once exposed shows nothing there.

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Melissa Bell
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ANTIGONE

Topics for Discussion

1. Explain Ismene's response to Antigone's request for help. What does her response infer about her character?
2. Why does Antigone feel compelled to bury her brother?
3. Discuss Creon's views on the way government should be run.
4. How does Haemon attempt to reason with his father?

Concepts related to Lesson 36 in WE THE PEOPLE TEXT:

- Principles of good citizenship
- Civil Disobedience
- Empowerment
- Civic Values

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Pennsylvania Congressional District 15 Co-Coordinator

THE FIXER
Background Information

1894 Nicholas II becomes Czar

1895 Karl Marx writes DAS KAPITAL, Volume 3
Tolstoi and Chekov write novels and plays

1903 Bolsheviks established in London with meeting attended by Lenin and Leon Trotsky

1904 Russo-Japanese War begins

1905 Russian Parliament created

1906 Reform Laws passed

1907 Lenin leaves Russia; Rasputin gains influence with the Czar

1909 5 million, 200 thousand Jews in Russia
1 million, 700 thousand Jews in US

1917 0ctober Revolution (November 7) in Petrogrod
Lenin becomes Chief Commissar Trotsky becomes Commissar of Foreign Affairs

1918 Nicholas II and his family executed

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Bernard Malamud's **THE FIXER**

SETTING: Russia

TIME: Late 19th Century

BRIEF PLOT SUMMARY:

Yakov Bok, a Russian Jew, is an ordinary man who is discontent with his life in the shtetl, a segregated community where Jews are forced to live. He feels that he has been cheated of all opportunities and made a prisoner in Russian society because of his Jewishness.

Desiring to "know what's going on in the world" and better himself, Bok heads off to Kiev. He finds a job and gets a room in a section of the city forbidden to Jews. Within weeks, he finds himself arrested, accused of the "ritual murder" of a young Christian boy. Yakov Bok faces charges of stabbing the boy to death to use his Christian blood in the making of Jewish matzos.

For months, Bok is persecuted by agents of a remote and all-powerful state. His only hope lies first in his defense attorney, Bibikov, then in Ostrovsky. When Bibikov is discovered by Bok hanging in an adjoining cell, Yakov loses all hope. The remainder of the novel describes Bok's personal suffering and ultimate triumph over incredible brutality and degradation.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

Excerpts from
THE FIXER
by Bernard Malamud

First of all, not every Russian is your enemy. God forbid. The intelligentsia is disturbed by this case. Many luminaries of literature, science, and the professions have objected against the blood ritual slander. Not so long ago the Kharkov Medical Society passed a resolution protesting your imprisonment, and the next thing that happened the society was dissolved by government authorities. Newspapers have been fined for their probing articles and editorials. I know members of the bar who openly say that Marfa Golov and her lover committed the murder. Anyway, an opposition exists, which is good and it's bad. Where there's opposition to reaction there's also repression; but better repression than public sanction of injustice. Freedom exists in the cracks of the state. Even in Russia a little justice can be found. It's a strange world. On the one hand we have the strictest autocracy; on the other we are approaching anarchy; in between courts exist and justice is possible. The law lives in the minds of men. If a judge is honest the law is protected. If that's the case, so are you. Also a jury is a jury---human beings---they could free you in five minutes.

Ostrovsky had been to see him. He had spoken of the trial; there was a chance. Another lawyer, a reformed Ukrainian anti-Semite, would defend him in court before a prejudiced judge and ignorant jury. But now he was at least no longer anonymous to all but his prosecutors and jailers. He was not unknown. There had blown up from somewhere a public opinion. Not every Russian believed guilty. He had become--who would have thought it--a public person.

"Why me?" he asked himself. Once you're out in the open, it rains and snows. It snows history, which means what happens to somebody starts in a web of events outside the personal. We're all in history, that's sure, but some are more than others, Jews more than some…Bok had, to his painful surprise, stepped into history more deeply than others. In history, thicker at times than at others, too much happens. With less history around you might walk through it or by it. In or out, it was history that counted--the world's bad memory. It remembered the wrong things. So for a Jew it was the same wherever he went; he carried a remembered pack on his back--a condition of servitude, diminished opportunity, vulnerability. A Jew wasn't free. Because the government destroyed his freedom by reducing his worth no Jew was innocent in a corrupt state. Those who persecute the innocent were themselves never free. Keep in mind that the purpose of freedom is to create it for others.

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THE FIXER
Topics for Discussion

1. Discuss Ostrovsky's views on the role of public opinion as it might impact Yakov Bok's case in the courts.

2. Analyze Bok's feelings relating to his "Jewishness" and its impact upon his "citizenship" in Russia and his place in history.

Concepts related to Lesson 37 in WE THE PEOPLE TEXT:

- Diversity of People
  - Beliefs
  - Values
- Significance of Public Opinion
- Internationalism (Importance of understanding meaning of citizenship in global history)

THE FIXER

Food For Thought

Benedict Spinoz: (Philosopher) The good that man seeks can only be attained through community. The search for good for oneself is equally and concomitantly the pursuit of it for others.

Bibikov(Yakov Bok's Defense Attorney) One often feels helpless in the face of the confusion of these times... but one must not withdraw from the task if he has some small thing to offer:---he does so at the risk of diminishing his humanity.

Jesus Greater love has no man than to give of his life for another.

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Mary Shelley's FRANKENSTEIN

SETTING: Switzerland (Geneva and the Alps)
Ingolstadt, Germany
Scotland (a remote island off the Scottish coast)

TIME: Early 1800's

BRIEF PLOT SUMMARY:

Victor Frankenstein, born to an educated, well-traveled and compassionate family, begins his university studies with an intense desire to create life in a laboratory. Collecting various cadaver parts, he creates a gigantic creature, bringing it to life with electric sparks captured from lightning bolts. Immediately horrified by this "laboratory life", Victor flees and for two years knows nothing about his "creation". During this time period, Victor's seven-year old brother is found strangled and an innocent young girl is convicted of the crime and hanged.

The "monster", after being deserted by his creator, learns to survive, speak, read and write by observing the daily routine of a poor family living near a deserted hut which provides shelter for the creature. Rejected by all humans because of his monstrous appearance, the creature seeks out his creator to ask that a companion be created for him, someone similar to himself who will not reject him. Upon hearing the monster promise that he and his mate will disappear from the civilized world, Victor reluctantly agrees to make a companion.

The task of creating yet another "laboratory life" begins on an isolated island off the Scottish coast. As his work progresses, Victor struggles with the possible consequences, changes his mind and destroys his "work in progress". The monster appears and vows vengeance. Soon, Victor's closest friend is found strangled and his young bride is strangled on their wedding night. The monster fades into the night, observed by a terrified and grief-stricken Victor Frankenstein.

The creator pledges to follow his creation and destroy him. Victor Frankenstein dies while pursuing this mission, the monster appears and states he will build a gigantic funeral bier and burn himself in the fire. The creature then disappears into the darkness.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

A Novel Investigation

Prosecution

You are a district attorney investigating the actions of key characters in the novel you just read.

Title of Book	
Character to be investigated	**Notes on his actions, possible charges**
As a result of my investigation I decided to charge _____with the crime of_____.	
At the trial I plan to base my prosecution on the following reasoning and evidence. (You may use the other side of this sheet for your answer)	

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Pennsylvania Congressional District 15 Co-Coordinator
A Novel Investigation

Defense

You are a defending attorney and know that the district attorney will be charging at least one of the characters in the novel with a crime. Your task will be to prepare a defense of the character being charged.

Title of Book	
Character to be defended	**Notes on his actions, possible charges**
I believe that the prosecution will charge _____ with the crime of _____.	
At the trial I plan to base my defense on the following reasoning and evidence. (You may use the other side of this sheet for your answer)	

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Pennsylvania Congressional District 15 Co-Coordinator

JUDGES: Please examine the point value of Each Individual step in the debate. Note that the point values correspond directly to the time in minutes that each step in the debate takes. Also, make comments on the bottom of the ballot so each debater can improve by learning from his or her mistakes. Never give a tie score or tie decision. Judge to tenths of a point.
Please circle the winner.

RESOLVED:

Affirmative Team		vs.	**Negative Team**		
1st Aff. Constructive Speaker	(4) pts.		Neg. Quest. of 1st Aff.	(2.5) pts.	
Answers of 1st Affirmative	(2.5) pts.		1st Neg. Const. Speaker	(4) pts.	
Aff. Quest. of 1st Neg.	(2.5) pts.		Answers of 1st Neg.	(2.5) pts.	
2nd Aff. Const. Speaker	(4) pts.		Neg. Quest. of 2nd Aff.	(2.5) pts.	
Answers of 2nd Aff.	(2.5) pts.		2nd Neg. Const. Speaker	(4) pts.	
Aff. Quest. Of 2nd Neg.	(2.5) pts.		Answers of 2nd Neg.	(2.5) pts.	
Aff. Rebuttalist	(4) pts.		Negative Rebuttalist	(4) pts.	
Total Affirmative (22) pts.			Total Negative (22) pts.		

Circle the winner:	**Affirmative**	**Negative**
Make Comments:		
1st Aff. Constructive Speaker		1st Neg. Constructive Speaker
2nd Aff. Constructive Speaker		2nd Neg. Constructive Speaker
Aff. Questioner		Negative Questioner
Affirmative Rebuttalist		Negative Rebuttalist

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Pennsylvania Congressional District 15 Co-Coordinator

WRITING ASSESSMENT WORKSHOP

"Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and often longer units of discourse. The process requires the writer to cope with a number of variables: modes or types of writing (narrative, informational, descriptive, explanatory and persuasive); tone (from personal to quite formal); form (from a poem to a formal letter to a lengthy essay); purpose (from expressing personal feelings to conducting research); and possible audiences (oneself, a teacher, classmates, etc.)."

THE PURPOSES OF THE PA WRITING ASSESSMENT ARE TO:

- Encourage more and different types of writing in PA classrooms.
- Provide information to help teachers strengthen their writing programs.
- Provide information that will reinforce the value of writing.

STIMULATE WRITING ACROSS THE CURRICULUM

- Provide staff development in writing instruction and holistic (domain) assessment.
- Monitor progress toward communication standards and writing achievement in PA schools.
- Measure growth in writing within a school district.
- Provide a rough measure to evaluate the quality of writing within a school district.
- Encourage school districts to develop a systematic program for improving the quality of writing.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THREE MODES (TYPES) OF WRITING IDENTIFIED TO BE AMONG THE MOST IMPORTANT IN SCHOOL AND IN LIFE ARE THE FOCUS OF THE PA WRITING ASSESSMENT.

NARRATIVE/IMAGINATIVE WRITING creates, manipulates and interprets reality.

It requires writers to closely observe, explore and reflect upon a wide range of experiences. It encourages creativity and speculation and offers writers an opportunity to understand the emotions/actions of themselves and others.

INFORMATIONAL WRITING is used to share knowledge and convey messages, instructions or ideas by making connections between the familiar and unfamiliar.

It is assessed because it is used as a common writing strategy in academic, personal and job related areas, as a tool which spans a range of thinking skills from recall to analysis and evaluation, and as a means of presenting information in prose. This type of writing has many functions: to present information through reporting, explaining how to, giving directions, summarizing, and defining; to organize and analyze information through explaining, comparing, contrasting, and relaying cause/effect; and to evaluate information judging, ranking or deciding.

PERSUASIVE WRITING moves the reader to take an action or to form or change an opinion. This type of writing is assessed for three reasons:

1) It requires thinking skills such as analysis, synthesis and evaluation;

2) It requires writers to choose from a variety of situations and to take a stand; and

3) It is a skill frequently used in school and the workplace. Persuasive writing has several functions: to state and support a position, opinion, or issue, to defend, to refute and to argue.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

THE WRITING PROCESS

PREWRITING

The writer plays with ideas, gathers information to prepare for writing the first draft. Classroom activities helpful in this stage include:

- Observing
- Listening
- Reading
- Note-taking
- Discussions
- Brainstorming
- Small group investigations

Prewriting is also the point when students begin to clarify the topic, select the mode (type) of writing appropriate, and determine the possible audience.

DRAFTING

The writer begins recording ideas in rough form. A first draft provides opportunity to gather, explore and discover ideas to be developed. False starts and discarded ideas are definitely permitted! Neatness and mechanical errors are not a concern yet!

REVISING

This is an ongoing activity which is a part of every stage of the writing process. The writer sorts, selects and critiques ideas. Upon completion of the first draft, the writer begins serious revision (seeing again). Are the purposes and ideas in the content clearly stated and effectively supported with ample details/examples? The writer now becomes concerned about the total effect of the assignment.

PRESENTING OR PUBLISHING

Possible audiences for student writers other than the classroom teacher include other students, other teachers, parents, relatives, school administrators.

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

HOW TO ORGANIZE A WRITING PROJECT:

INTRODUCTION: Four traits for an Introductory Paragraph

1. It must state the topic.
2. It must imply the attitude.
3. It must give a sense of direction.
4. It must capture the interest of the reader.

BODY OR "MIDDLE": The "power" of the piece lies here!

1. Use of specific examples/details puts "meat" on the bones of the subject. Ideas are fully developed.
2. Logical order or sequence of ideas is evident.
3. Transitions made within sentences and between paragraphs are both logical and smooth in style.
4. Language is precise; word choice is effective and appropriately colorful (original).

CONCLUSION: Highlights the "MIDDLE" section. Creates an "echo" of the INTRODUCTION.

1. Restates the thesis statement (not word for word)
2. Provides a sense of completeness
3. Adds no new information

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

INTRODUCTORY PARAGRAPH

Identify the sentence below which creates interest and the sentence which states the topic and attitude. Explain how a sense of direction is given. Rewrite these sentences into an introductory paragraph.

1. A father shows his love in many subtle ways: money for extras, behind-the-scenes preparations, and muffled responses of joy over his children's successes.
2. Does a father know how to love?
3. It's possible that children fail to recognize their father's subtle way of loving.

BODY OR "MIDDLE"

HANDOUT: Come to Order---The Organizational Process

CONCLUSION

How does the paragraph below fit the three traits of a concluding paragraph?

> Certainly a father's love is difficult to measure. When he sacrifices his money, his time, and sometimes his emotions, he is often taken for granted. However, when a child grows older, he realizes how often his father showed his love in imperceptible ways.

Advanced Composition
Lesson 36
Handout 63

Name_____

Date_____

Come to Order—The Organizational Process

1. Thesis statement: Obtaining a driver's license provides many teenagers a new status.

2. Points of development:	The necessary knowledge for obtaining a driver's license	A change in leisure activities	An increase in responsibility
3. Suggested detail:			
4. Topic sentences:	Paragraph 1	Paragraph 2	Paragraph 3
5. Particular methods of development:			
6. Arranging the order of the paragraphs:			
7. Arranging the detail within the paragraphs			

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Melissa Bell
Pennsylvania Congressional District 15 Co-Coordinator

A Comparison of
Project Citizen and the Graduation Project

PROJECT CITIZEN	GRADUATION PROJECT
"This project is intended to help you learn how to express your opinions... It calls for you to work cooperatively with others in your class and, with the help of your teacher and adult volunteers, to accomplish the following tasks:"	The graduation project is a meaningful learning experience which provides a student or group of students with opportunity for in-depth learning of a selected topic, involving out-of-class research and development.
1. Identify a problem to study.	1. Identify a topic to study.
2. Gather information.	2. Investigate and research selected topic.
3. Examine solutions.	3. Evaluate the value, importance and impact of the project.
4. Develop a class public policy.	4. Draw conclusions from the information or data gathered.
5. Develop an action plan.	5. Prepare an outline and rough draft of a 3-5 page paper.
6. Develop a class portfolio.	6. Submit written component of project.
7. Present class portfolio to an audience and/or panel of judges. (10 minutes) Answer questions about what you learned from Project Citizen experience.	7. Present findings before a Review Board. (15-20 minutes) Answer questions about what you learned from researching your topic.

Reading

Elementary

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text **PSSA Style Reading Assessment** **"Life On A Sailing Ship"** **Student Text, Pages 31-32**	**Student Name**	
	Teacher	

Grade 5 Narrative Passage

This narrative shows how there were no laws that placed reasonable limits on the power of a ship's captain. Because of this story and the efforts of other people, laws were passed to limit the powers of ship captains. Read the story and answer the questions that follow.

Life On A Sailing Ship

The captain of our ship had been losing his temper about a lot of things. He threatened to whip the cook for throwing wood on the deck. He got furious when the mate bragged that he could tie knots better than the captain. However, most of his anger was directed against Sam.

Sam couldn't speak very well and he worked more slowly than most. But he was a pretty good sailor and he tried to do his best. The captain just didn't like him.

One Saturday morning, I heard the captain shouting at someone. Then I heard the noises of a fight.

"You may as well keep still, for I have got you," said the captain. "Will you ever talk back to me again?"

"I never did, sir," said Sam.

"That's not what I asked you. Will you ever talk back to me again?"

"I never have," Sam said again.

"Answer my question, or I'll have you whipped!"

"I'm no slave," said Sam.

"Then I'll make you one," said the captain. He sprang up to the deck and called the mate. "Tie that man up! I'll teach you all who is master of this ship!"

"What are you going to whip that man for, sir?" said John, the Swede, to the captain.

Upon hearing this, the captain turned to John and ordered him to be put in chains.

Watching this made me sick. I wanted to stop it. But there were only a few others who felt like me. If we started a fight, we would lose. Then we would be accused of mutiny. Even if we won, we would have to be pirates for life. If we were ever caught, we would be punished. A sailor has no rights. He has to do what the captain orders or become a pirate.

The captain whipped both men without mercy. When John asked why he was being whipped, the captain answered, "Because you ask questions." Then he whipped him harder and harder.

I was horrified. I couldn't watch any more.

At last the captain stopped. He turned to us. "Now you see how things are! Now you know what I am! I'm the slave driver, and you are all my slaves! I'll make you all do as I say or I'll whip you all!"

We the People, Elementary Text, Pages 31-32

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and darken the circle of the best answer.

1. The captain threatened to whip the cook because _____.

   - O **A.** He chopped wood on the deck.
   - O **B.** He threw wood on the deck.
   - O **C.** He stacked wood on the deck.
   - O **D.** He burned wood on the deck.

2. In this story, the word "mate" means _____.

   - O **A.** the cook on the ship.
   - O **B.** the captain on the ship.
   - O **C.** a sailor on the ship.
   - O **D.** a slave.

3. John was known as _____.

   - O **A.** the cook.
   - O **B.** the captain.
   - O **C.** the slave.
   - O **D.** the Swede.

4. After reading this text, you learned that the captain had power with _____.

   - O **A.** no limits.
   - O **B.** few limits.
   - O **C.** some limits.
   - O **D.** many limits.

5. In this story, the word "mutiny" means_____.

   - O **A.** taking over the ship.
   - O **B.** starting a fight.
   - O **C.** throwing wood on the deck.
   - O **D.** whipping a mate.

6. The sailors on the ship had_____.

   - O **A.** rights that were protected.
   - O **B.** rights that were granted.
   - O **C.** rights that were written down.
   - O **D.** no rights

7. If there was a mutiny and the sailors won the fight, the reader can conclude that _____ ___.

   - O **A.** the sailors would be whipped by the captain.
   - O **B.** the sailors would be pirates for life.
   - O **C.** the sailors would be put in chains.
   - O **D.** the sailors would become slaves.

8. The author, watching the captain whip Sam and John had the feeling that he was _____.

   - O **A.** a slave to the captain.
   - O **B.** a slave to the ship.
   - O **C.** to become a pirate.
   - O **D.** to become a pirate for life.

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Performance Task

9. Imagine that you are the leader of a government and just read this sailor's story. You are concerned about protecting the rights of sailors. Write to inform the reader about what rights a sailor should have.
   As you write, be sure to
   - Explain why the captain should not have the power he currently has.
   - Describe what rights a sailor should have and explain why they should have them.
   - Support your ideas with elements from the story.
   - Write neatly and clearly.
   - Use only the space provided.

We the People...
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Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text
PSSA Style Reading Assessment
"Life On A Sailing Ship"
Student Text, Pages 31-32

SCORING GUIDE

Grade 5 Narrative Passage

This narrative shows how there were no laws that placed reasonable limits on the power of a ship's captain. Because of this story and the efforts of other people, laws were passed to limit the powers of ship captains. Read the story and answer the questions that follow.

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One Saturday morning, I heard the captain shouting at someone. Then I heard the noises of a fight.

"You may as well keep still, for I have got you," said the captain. "Will you ever talk back to me again?"

"I never did, sir," said Sam.

That's not what I asked you. Will you ever talk back to me again?"

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"Answer my question, or I'll have you whipped!"

"I'm no slave," said Sam.

"Then I'll make you one," said the captain. He sprang up to the deck and called the mate. 'Tie that man up! I'll teach you all who is master of this ship!"

"What are you going to whip that man for, sir?" said John, the Swede, to the captain.

Upon hearing this, the captain turned to John and ordered him to be put in chains.

Watching this made me sick. I wanted to stop it. But there were only a few others who felt like me. If we started a fight, we would lose. Then we would be accused of mutiny. Even if we won, we would have to be pirates for life. If we were ever caught, we would be punished. A sailor has no rights. He has to do what the captain orders or become a pirate.

The captain whipped both men without mercy. When John asked why he was being whipped, the captain answered, "Because you ask questions." Then he whipped him harder and harder.

I was horrified. I couldn't watch any more.

At last the captain stopped. He turned to us. "Now you see how things are! Now you know what I am! I'm the slave driver, and you are all my slaves! I'll make you all do as I say or I'll whip you all!"

We the People, Elementary Text, Pages 31-32

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and darken the circle of the best answer.

1. The captain threatened to whip the cook because _____.

   - ○ **A.** He chopped wood on the deck.
   - ● **B.** He threw wood on the deck.
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   - ● **C.** a sailor on the ship.
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3. John was known as _____.

   - ○ **A.** the cook.
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   - ○ **C.** the slave.
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   - ○ **C.** rights that were written down.
   - ● **D.** no rights

7. If there was a mutiny and the sailors won the fight, the reader can conclude that _____.

   - ○ **A.** the sailors would be whipped by the captain.
   - ○ **B.** the sailors would be put in chains.
   - ● **C.** the sailors would be pirates for life.
   - ○ **D.** the sailors would be slaves.

8. The author, watching the captain whip Sam and John, had the feeling that he was _____.

   - ● **A.** a slave to the captain.
   - ○ **B.** a slave to the ship.
   - ○ **C.** to become a pirate.
   - ○ **D.** to become a pirate for life.

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Pennsylvania Congressional District 15 Co-Coordinator

Performance Task

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   As you write, be sure to
   - Explain why the captain should not have the power he currently has.
   - Describe what rights a sailor should have and explain why they should have them.
   - Support your ideas with elements from the story.
   - Write neatly and clearly.
   - Use only the space provided.

Scoring Rubric for Performance Task

4 – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student explains why the captain should not have the power he currently has and offers elements from the text for support. The student also describes rights that he/she believes a sailor should have and reasons why they should have those rights. The student uses elements from the story to support their ideas. The student correctly uses words such as absolute power, constitutional government, dictatorial government, natural rights or other appropriate terms used in Civics education while supporting their statements.

3 – The response demonstrates an adequate understanding of the text with a simple explanation. The student offers a simple explanation of why the captain should not have unlimited power. The student gives some elaboration of rights sailors should have but offers little or no reasoning why they should have those rights. Student uses simple words in their explanation, for example, "rights should be written down" instead of "a bill of rights"; or, "captain has all the power" instead of "captain had dictatorial or absolute power".

2 – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student lists a right but offers no reasoning or support. The student fails to attempt one part of the task.

1 – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.

0 – The response is a scribble and is considered intentionally off-task.

We the People...
The Citizen and the Constitution
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Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text **PSSA Style Reading Assessment** **"Peter and President Washington"** **Student Text, Page 93**	**Student Name**	
	Teacher	

Grade 5 Narrative Passage

This narrative shows how hard it was for many people to realize that the President's power comes from the people. Remember that in 1790 most people in the world were ruled by kings. Read the story and answer the questions that follow.

Peter and President Washington

Ever since coming to the United States from his home in Vienna, Peter had looked forward to this day. His father, the ambassador, had made a special appointment for him to meet George Washington, the President of the United States.

Peter and his father went into the President's office. Peter bowed and said, "Your Excellency."

The President smiled and shook his head. "Oh, no, Peter. You must not bow. And you do not need to call me 'Excellency.' Just call me 'Mr. President.'"

Peter was confused. He had learned to bow before the king as a sign of respect. Was not George Washington a king? Was president another word for king? He decided to ask another question.
"Mr. President," Peter began again, "when I met the King of Prussia, he said that he learned to be a king from his father. His father had been king before him. Did you learn to be president from your father? Will your son also be president after you?"

"I am not a king," said President Washington. "I do not have a son. But if I did, he could only be president if he were elected by the people. Presidents of the United States do not get their powers from their fathers or mothers as kings and queens do. My powers come from an important document called the Constitution."

The President pulled a book from the shelf and handed it to Peter. "Read this," he said. "The first three words of the Preamble tell you where the Constitution gets its power."

Peter read aloud, "We the People of the United States...."

"You see, Peter," said the President, "the Constitution's power, my power, and all the powers of our government come from an agreement of the people. This is the basis for our government."

We the People, Elementary Text, Page 9

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and darken the circle of the best answer.

1. Peter was able to meet George Washington because _____.

   - O **A.** His father made a special appointment for him.
   - O **B.** Peter and his father went into the Presidents office.
   - O **C.** The King of Prussia made an appointment for him.
   - O **D.** Peter sent the President a letter.

2. In this story, the word "Excellency" means_____.

   - O **A.** President.
   - O **B.** King.
   - O **C.** The King of Prussia.
   - O **D.** The Ambassador.

3. President Washington stated that the powers of our Constitution came from_____.

   - O **A.** The Constitution of the United States.
   - O **B.** The people of the United States.
   - O **C.** The United States Congress.
   - O **D.** The President of the United States.

4. President Washington stated that his powers came from _____.

   - O **A.** We the People of the United States.
   - O **B.** The Congress of the United States.
   - O **C.** An agreement of the people.
   - O **D.** The United States Constitution.

5. Peter came to the United States from his home in_____.

   - O **A.** Vienna
   - O **B.** The United States
   - O **C.** Washington
   - O **D.** Washington D.C.

6. "We the People" are the first three words in the _____.

   - O **A.** Powers of the President.
   - O **B.** Powers of Congress.
   - O **C.** Middle of the United States Constitution
   - O **D.** Preamble of the United States Constitution

7. When Peter addressed the president his feeling was that _____.

   - O **A.** He was before a friend.
   - O **B.** He was before an ambassador.
   - O **C.** He was before a king.
   - O **D.** He was before a president.

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Performance Task

8. Imagine you are the President of the United States and Congress wants to pass a law that requires all people to bow before the President, just like a king. Persuade the reader that a person should never have to bow before the President of the United States.
   As you write, be sure to
   - Include the reasons given by George Washington.
   - Explain the difference between a king and a president.
   - Use your own ideas.
   - Write neatly and clearly.
   - Use only the space provided.

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

We the People: Elementary Text
PSSA Style Reading Assessment
"Peter and President Washington"
St Text, Page 93

Scoring Guide

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We the People, Elementary Text, Page 93

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   - ● **C.** King.
   - ○ **D.** The Ambassador.

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   - ○ **A.** The Constitution of the United States.
   - ● **B.** The people of the United States.
   - ○ **C.** The United States Congress.
   - ○ **D.** The President of the United States.

4. President Washington stated that his powers came from _____.

   - ○ **A.** We the People of the United States.
   - ○ **B.** The Congress of the United States.
   - ○ **C.** An agreement of the people.
   - ● **D.** The United States Constitution.

5. Peter came to the United States from his home in_____.

   - ● **A.** Vienna
   - ○ **B.** The United States
   - ○ **C.** Washington
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6. "We the People" are the first three words in the _____.

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   As you write, be sure to
   - Include the reasons given by George Washington
   - Explain the difference between a king and a president.
   - Use your own ideas.
   - Write neatly and clearly.
   - Use only the space provided.

Scoring Rubric for Performance Task

4 – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student cites a reason given by George Washington and explains the difference between a king and a president. Further the student is able to offer their own idea that is consistent with the literal meaning of the story and is consistent with the notion that a king is not granted power from the people and a president is AND/OR the president does not pass power on to their heirs.

3 – The response demonstrates an adequate understanding of the text with a simple explanation. The student gives some elaboration of a concept found in the text but offers little in the way of their own idea.

2 – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student fails to attempt one part of the task.

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Myron
Pennsylvania Congres

We the People: Elementary Text
PSSA Style Reading Assessment
"Gideon v. Wainwright"
Student Text, Pages 126-127

Grade 5 Info

The Bill of Rights says that if you are ac
lawyer help defend you. Suppose the go
The government would have violated yo
Constitution. What does the right to hav
mean the government must pay for a law
one your-self? The Supreme Court has
years. In 1963, in a famous case, the Su
constitutional right to a lawyer means.
Supreme Court Case Gideon v. Wainwr

Gideon v.

Clarence Gideon was accused of b
had stolen a pint of wine and some coins f
uneducated man who was fifty years old.
believed he could not get a fair trial witho

When Gideon appeared in court, h
was too poor to hire one himself. The judg
lawyer appointed for him unless he was ch

Gideon was tried before a jury, an
speech to the jury and cross-examined the
testify for him and made a final speech to
was sent to the state prison to serve for fiv

From prison he wrote a petition to
He argued that all citizens have a right to
prison.

E. Yoder, M.Ed.
sional District 15 Co-Coordinator

Student Name	
Teacher	

rmational Passage

ccused of a crime, you have the right to have a
overnment did not allow you to have a lawyer.
our right to due process that is guaranteed by the
ve a lawyer in a criminal case mean? Does it
wyer to help you if you cannot afford to pay for
changed its ideas about this right over a period of
upreme Court thought again about what the
Read the informative passage about the famous
ight (1963) and answer the questions that follow.

Wainwright (1963)

reaking into a poolroom in Florida. Police said he
rom a cigarette machine. Gideon was a poor,
He did not know much about the law. However, he
ut a lawyer to help him.

e asked the judge to appoint a lawyer for him. He
ge told him that he did not have the right to have a
harged with murder.

d he tried to defend himself. He made an opening
witnesses against him. He then called witnesses to
the jury. The jury decided he was guilty. Gideon
ve years.

the Supreme Court. It was handwritten in pencil.
a lawyer in cases where they might be sent to

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and darken the circle of the best answer.

1. Gideon was sent to prison for five years because he was found guilty of _____.

   - O **A.** stealing a pint of wine and some coins.
   - O **B.** being uneducated and 50 years old.
   - O **C.** not having an attorney.
   - O **D.** being tried before a jury.

2. In this story, the word "cross-examined" means_____.

   - O **A.** to make an opening speech.
   - O **B.** to question witnesses testifying for you.
   - O **C.** to question witnesses testifying for the other side.
   - O **D.** to make a final speech.

3. In 1963 Gideon was _____.

   - O **A.** poor, uneducated and 50 years old.
   - O **B.** poor, a lawyer and 50 years old.
   - O **C.** uneducated, a lawyer and 50 years old
   - O **D.** a lawyer and 50 years old.

4. In this story, "testify" means_____.

   - O **A.** to make an opening speech
   - O **B.** to make a final speech
   - O **C.** to write a petition
   - O **D.** to give information or evidence.

5. After reading this text, you learned that in Florida during 1963 if you could not afford a lawyer one would be appointed for you if you were charged with_____.

   - O **A.** theft.
   - O **B.** murder.
   - O **C.** crime.
   - O **D.** robbery.

6. Clarence Gideon believed that_____.

   - O **A.** he was guilty.
   - O **B.** he needed a lawyer to get a fair trial.
   - O **C.** he needed witnesses to testify.
   - O **D.** he needed to cross-examine witnesses

7. Gideon sent a petition to the Supreme Court arguing that all citizens have the right to a lawyer in cases where _____.

   - O **A.** a person is accused of murder.
   - O **B.** a person could go to prison.
   - O **C.** a person is accused of robbery.
   - O **D.** a person is accused of anything.

8. Clarence Gideon had the feeling that his _____.

   - O **A.** actions were wrong.
   - O **B.** judge was fair.
   - O **C.** witnesses were good.
   - O **D.** rights were violated.

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Performance Task

9. The informational passage did not tell you how the Supreme Court decided in the Gideon v. Wainwright (1963) case. Imagine that you are a Supreme Court Justice and must decide the case. Write to persuade the reader about your decision.
As you write, be sure to
   - Describe your decision in the case and what should happen to Gideon.
   - Explain you decision and how you believe it will impact people in the future.
   - Support your ideas with elements from the story.
   - Write neatly and clearly.
   - Use only the space provided.

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
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We the People: Elementary Text **PSSA Style Reading Assessment** **"Gideon V. Wainwright"** **Student Text, Pages 126-127**	**SCORING GUIDE**

Grade 5 Informational Passage

The Bill of Rights says that if you are accused of a crime, you have the right to have a lawyer help defend you. Suppose the government did not allow you to have a lawyer. The government would have violated your right to due process that is guaranteed by the Constitution. What does the right to have a lawyer in a criminal case mean? Does it mean the government must pay for a lawyer to help you if you cannot afford to pay for one your-self? The Supreme Court has changed its ideas about this right over a period of years. In 1963, in a famous case, the Supreme Court thought again about what the constitutional right to a lawyer means. Read the informative passage about the famous Supreme Court Case Gideon v. Wainwright (1963) and answer the questions that follow.

Gideon v. Wainwright (1963)

Clarence Gideon was accused of breaking into a poolroom in Florida. Police said he had stolen a pint of wine and some coins from a cigarette machine. Gideon was a poor, uneducated man who was fifty years old. He did not know much about the law. However, he believed he could not get a fair trial without a lawyer to help him.

When Gideon appeared in court, he asked the judge to appoint a lawyer for him. He was too poor to hire one himself. The judge told him that he did not have the right to have a lawyer appointed for him unless he was charged with murder.

Gideon was tried before a jury, and he tried to defend himself. He made an opening speech to the jury and cross-examined the witnesses against him. He then called witnesses to testify for him and made a final speech to the jury. The jury decided he was guilty. Gideon was sent to the state prison to serve for five years.

From prison he wrote a petition to the Supreme Court. It was handwritten in pencil. He argued that all citizens have a right to a lawyer in cases where they might be sent to prison.

We the People, Elementary Text, Pages 126-127

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Pennsylvania Congressional District 15 Co-Coordinator

Now read each question and darken the circle of the best answer.

1. Gideon was sent to prison for five years because he was found guilty of _____.

- ● **A.** stealing a pint of wine and some coins.
- ○ **B.** being uneducated and 50 years old.
- ○ **C.** not having an attorney.
- ○ **D.** being tried before a jury.

2. In this story, the word "cross-examined" means_____.

- ○ **A.** to make an opening speech.
- ○ **B.** to question witnesses testifying for you.
- ● **C.** to question witnesses testifying for the other side.
- ○ **D.** to make a final speech.

3. In 1963 Gideon was _____.

- ● **A.** poor, uneducated and 50 years old.
- ○ **B.** poor, a lawyer and 50 years old.
- ○ **C.** uneducated, a lawyer and 50 years old
- ○ **D.** a lawyer and 50 years old.

4. In this story, "testify" means_____.

- ○ **A.** to make an opening speech
- ○ **B.** to make a final speech
- ○ **C.** to write a petition
- ● **D.** to give information or evidence.

5. After reading this text, you learned that in Florida during 1963 if you could not afford a lawyer one would be appointed for you if you were charged with_____.

- ○ **A.** theft.
- ● **B.** murder.
- ○ **C.** crime.
- ○ **D.** robbery.

6. Clarence Gideon believed that_____.

- ○ **A.** he was guilty.
- ● **B.** he needed a lawyer to get a fair trial.
- ○ **C.** he needed witnesses to testify.
- ○ **D.** he needed to cross-examine witnesses

7. Gideon sent a petition to the Supreme Court arguing that all citizens have the right to a lawyer in cases where _____.

- ○ **A.** a person is accused of murder.
- ● **B.** a person could go to prison.
- ○ **C.** a person is accused of robbery.
- ○ **D.** a person is accused of anything.

8. Clarence Gideon had the feeling that his _____.

- ○ **A.** actions were wrong.
- ○ **B.** judge was fair.
- ○ **C.** witnesses were good.
- ● **D.** rights were violated.

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Performance Task

9. The informational passage did not tell you how the Supreme Court decided in the Gideon v. Wainwright (1963) case. Imagine that you are a Supreme Court Justice and must decide the case. Write to persuade the reader about your decision.
   As you write, be sure to
   - Describe your decision in the case and what should happen to Gideon.
   - Explain you decision and how you believe it will impact citizens in the future.
   - Support your ideas with elements from the story.
   - Write neatly and clearly.
   - Use only the space provided.

Scoring Rubric for Performance Task

4 – The response demonstrates a thorough understanding of the text and task by exhibiting a level of comprehension that extends beyond the literal to the evaluative. The student makes a decision and clearly states what should happen to Gideon as a result of their decision. The student then makes a connection on how their decision would affect citizens in the future. The student may connect similar cases to Gideon and that they too should be reviewed. The student supports their decision with elements from the story. The student uses words that are normally used in Civics education, for example, "my opinion", "due process", "fifth and or fourth amendment".

3 – The response demonstrates an adequate understanding of the text with a simple explanation. The student offers a simple explanation of what the court should do. The student gives some elaboration of what might happen if the court does something but offers little or no reasoning why. The student uses simple words in their explanation, for example, "I would say that" instead of "my opinion or decision would be"; or, "it's not fair" instead of "Gideon had his due process rights violated when".

2 – The response is a summary of text ideas and includes a personal extension of an idea from the text. The student offers various decisions that could happen but fails to take a personal stand and issue a decision. The student fails to attempt one part of the task.

1 – The response offers only a very limited understanding of the text. Nothing in the answer shows any relationship to the text. The student has a very limited response that fails to address the stated task.

0 – The response is a scribble and is considered intentionally off-task.

Math Strategies

Mathematics

Elementary School

We the People...
The Citizen and the Constitution
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We the People: Elementary Text **PSSA Style Math Assessment** **Handout 8-1** **Population and Representation**	**Student Name**	
	Teacher	

Use the bar graph in the lesson (page 60) to complete the questions below. These questions will help you think about the conflict over representation.

Please darken the circle next to the correct answer.

1. Which state had the fewest people?	2. Which state had the most people?
O **A.** Rhode Island	O **A.** Massachusetts
O **B.** Delaware	O **B.** Delaware
O **C.** Georgia	O **C.** Pennsylvania
O **D.** Virginia	O **D.** Virginia

Task

The framers at the constitutional convention were having difficulty in determining how the new legislature would be constructed. Some states wanted the representatives to be selected by state with each state having the same number of representatives. Other states wanted the representatives to be based on the population of their state, the more population you had the more representatives you got.

A) If each state had one representative for every 50,000 people, how many representatives would each state have? Complete the chart with your answers. **Show any math work** you did to arrive at your answers.

B) Which states do you think favored giving all states the same number of representatives? Which states do you think favored giving the larger states more representatives based on the size of their populations? **Explain** your answers.

C) What would be a fair solution to this problem? **Explain** your answer. **Show any math work** you did to support your answer.

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Pennsylvania Congressional District 15 Co-Coordinator

Student Response to Task

A) If each state had one representative for every 50,000 people, how many representatives would each state have? What would be the total number of representatives at this ratio?

Complete the chart with your answers.

Connecticut		New Hampshire		Rhode Island	
Delaware		New York		South Carolina	
Georgia		New Jersey		Virginia	
Maryland		North Carolina			
Massachusetts		Pennsylvania			

Total number of representatives possible with a ratio of 50,000 to 1.	

Show any math work you did to arrive at your answers.

☐ 3 Points ☐ 2 Points ☐ 1 Point ☐ 0 points

Response continued on the following page.

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B) Which states do you think favored giving all states the same number of representatives?

Explain your answer.

Which states do you think favored giving the larger states more representatives based on the size of their populations?

Explain your answer.

☐ 3 Points ☐ 2 Points ☐ 1 Point ☐ 0 points

Response continued on the following page.

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Pennsylvania Congressional District 15 Co-Coordinator

C) What would be a fair solution to this problem?

Explain your answer.

Show any math work you did to support your answer.

☐ 3 Points ☐ 2 Points ☐ 1 Point ☐ 0 points

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We the People: Elementary Text **PSSA Style Math Assessment** **Handout 8-1** **Population and Representation**	**Teacher Guide to Scoring**

Use the bar graph in the lesson (page 60) to complete the questions below. These questions will help you think about the conflict over representation.

Please darken the circle next to the correct answer.

1. Which state had the fewest people?	2. Which state had the most people?
○ **A.** Rhode Island	○ **A.** Massachusetts
● **B.** Delaware	○ **B.** Delaware
○ **C.** Georgia	○ **C.** Pennsylvania
○ **D.** Virginia	● **D.** Virginia

Task

The framers at the constitutional convention were having difficulty in determining how the new legislature would be constructed. Some states wanted the representatives to be selected by state with each state having the same number of representatives. Other states wanted the representatives to be based on the population of their state, the more population you had the more representatives you got.

A) If each state had one representative for every 50,000 people, how many representatives would each state have? Complete the chart with your answers. **Show any math work** you did to arrive at your answers.

B) Which states do you think favored giving all states the same number of representatives? Which states do you think favored giving the larger states more representatives based on the size of their populations? **Explain** your answers.

C) What would be a fair solution to this problem? **Explain** your answer. **Show any math work** you did to support your answer.

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Problem Solution

In Part A the student should correctly calculate the number of representatives for each state as listed. Two states, Rhode Island and Maryland are close to call for rounding up or down. Accept either number from the student. Student should round appropriately.

In Part B the student should correctly identify at least the four smallest states for those who favored each state receiving an equal number of representatives. The explanation used should be one that indicates that smaller states would want equal power and/or that the smaller states have less population so states should be equally represented. Student should also correctly identify the four largest states as those states desiring representation based on populations. The explanation used should be one that indicates that larger states should have more representation because the population should be represented equally. Students can identify more than four in each area but not more than 6. The student explanations can be based on other issues provided the issue is consistent with the historical reasons for larger states wanting representation by population and smaller states by equal representation among the states. All Mathematical work should be logical in support of the explanation and be correct and accurate. The student may also use one set of calculations to support both questions in this part.

In Part C the student should suggest a solution that would give both the larger and smaller states the type of representation they would like. The historically correct answer would be that the Legislature should be divided into two branches, one branch with representation equal among the states and the other branch with representation based on population. Each branch would have equal power and that both branches must agree before anything can be approved. Their explanation should be based on the need for both sides to be represented the way they want or else an agreement might not be reached. Should the student suggest a different solution the solution must somehow accommodate both methods of representation. All Mathematical work should be logical in support of the solution and be correct and accurate.

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Scoring

Scoring is a function of how many point's students achieve on each of the 3 parts. There are 3 points possible for each part.

5 - Advanced Understanding, Excellent

- **Attains all 9 points**

4 - Satisfactory Understanding, Proficient

- **Attains 7 or 8 points**

3 - Almost Satisfactory Understanding

- **Attains 5 or 6 points**

2 - Partial Understanding

- **Attains 3 or 4 points**

1 - Minimal Understanding

- **Attains 1 or 2 points**

0 - Incorrect

- **Attains 0 points**

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Student Response to Task

A) If each state had one representative for every 50,000 people, how many representatives would each state have? What would be the total number of representatives at this ratio?

Complete the chart with you answers.

Connecticut	**5**	New Hampshire	**3**	Rhode Island	**1 - 2**
Delaware	**1**	New York	**7**	South Carolina	**5**
Georgia	**2**	New Jersey	**4**	Virginia	**14**
Maryland	**6 - 7**	North Carolina	**8**		
Massachusetts	**8**	Pennsylvania	**9**		

Total number of representatives possible with a ratio of 50,000 to 1.	**73 - 75**

Show any math work you did to arrive at your answers.

Note: Students that have a number higher or lower then the number for states with only one number listed above may be having problems eyeing up the end point on the bar with the appropriate axis mark. You should demonstrate to the student the technique of using the top edge of the paper to line up with the top line of the graph. Then show the student how to move the paper along the top line of the graph and using the straight edge on the side of the paper to line up the axis mark with the bar. If writing on the graph is permitted you should have the student draw the grid lines with the above technique.

Work should demonstrate that the student is rounding appropriately.

Scoring

3 points *Student must correctly calculate the total number of representatives and number of representatives for each state by rounding appropriately. (73-75 inclusive)*

2 points *Student identifies the total number of representatives for at least 10 of the states.*

1 point *Student has less than 10 states correct and lacks appropriate rounding. The total number of representatives is given as <= 73 or >=75.*

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B) **Part 1** Which states do you think favored giving all states the same number of representatives?

Note: The student explanations in Part B can be based on other issues provided the issue is consistent with the historical reasons for larger states wanting representation by population and smaller states by equal representation among the states. Student should identify four of the smallest states but no more than the 7 listed below.

Four smallest

Delaware
Rhode Island
Georgia
New Hampshire

Next two

New Jersey
Connecticut or South Carolina (the two are close, South Carolina can be accepted in lieu of Connecticut)

Explain your answer.

The explanation used should be one that indicates that smaller states would want equal power and/or that the smaller states have less population so states should be equally represented, otherwise they would always be on the losing end of trying to get their state interests passed in the legislature.

Show any Math Work you did to arrive at your answers

An example of math work where the student lists 4 states would be.

Using representation as a basis 50,000 to 1 ratio

4 smaller states would receive 8 - 10 votes
4 largest states would receive 37 - 39
37/8 = 4 r 5 or 39/10 = 3 r 9

The larger states would have almost 4 times the number of votes and the smaller states would always be out voted in the legislature and their interests would not be advanced.

And/or

Equal representation by state would mean that each gets one or more equal votes so each state has 1/13 of the votes thus the 4 smallest states have the same voting power as the 4 largest.

Part 2 Which states do you think favored giving the larger states more representatives based on the size of their populations?

Student should identify four of the largest states but no more than the 6 listed below.

Four Largest

Virginia
Pennsylvania
North Carolina
Massachusetts

Next two

New York
Maryland

Explain your answer.

The explanation used should be one that indicates that larger states should have more representation because the population should be represented equally, otherwise the smaller states would have population that has greater power then the population of larger states.

Show any Math Work you did to arrive at your explanation.

An example of math work where the student lists 4 states would be.

If representation is based on an equal vote among the states using 1 vote per state.
Ratio at 50,000 to 1

Each state gets one vote or 1/13 of the votes.

Number of people in the states based on graph, 1 Grid block = 50,000, low number below is rounding down, high number is rounding up.

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4 smaller states have 8 - 10 (grid blocks)
4 largest states have 37 - 39 (grid blocks)

The four smallest states would have 4 votes for a population of about 400,000 (8 X 50,000)
The vote per person would be 1 vote for every 100,000 people

The four largest states would have 4 votes for a population of about 1,850,000 (37 X 50,000)
The vote per person would be 1 vote for every 462,500

Thus a person in a small state gets over 4 times the power of a person in a large state (462,500/100,000 = 4.625) thus the person in a large state is under-represented and a person in a small state is over-represented.

NOTE: Instead of using 4 states in calculating the above a student may demonstrate the same type of results by using one state from each area. Such as the largest state vs. the smallest state.
Delaware = 50,000 and Virginia = 700,000 thus a Delaware person would have 14 times the representation of a person in Virginia.

Scoring

3 points *The student must correctly identify the needs for the large states and the small states. The explanations must be logical and supported by correct and accurate mathematical calculations. All rounding must be consistent. The student listed at least the 4 smallest and the 4 largest in their answer.*

2 points *The student correctly identified the needs for the large and small states but part of their explanations are not correct or logical, OR the math work is not logical, correct and accurate. The student listed at least the 3 smallest and the 3 largest states.*

1 point *The student only got one of the two parts correct and their explanations and math work for the second part are not logical, correct or accurate. The student listed 1 or 2 of the smallest and 1 or 2 of the largest states.*

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C) What would be a fair solution to this problem?

The student should suggest a solution that would give both the larger and smaller states the type of representation they would like. The historically correct answer would be that the Legislature should be divided into two branches, one branch with representation equal among the states and the other branch with representation based on population. Each branch would have equal power and both branches must agree before anything can be approved.

Explain your answer.

Their explanation should be based on the need for both sides to be represented the way they want or else an agreement might not be reached. Should the student suggest a different solution the solution must somehow accommodate both methods of representation.

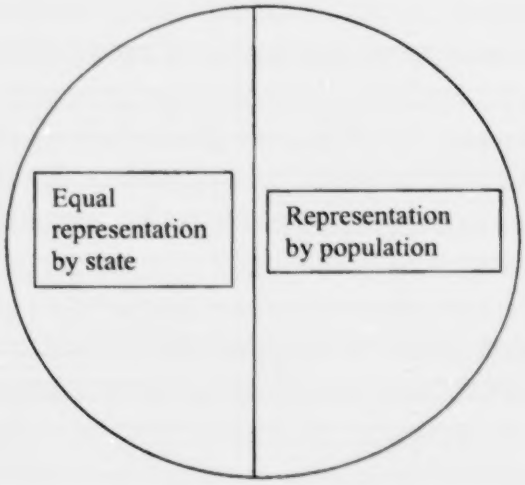
Show any math work you did to support your answer. (Optional to the student)

Some possible examples of a math calculation might be.

1 Legislature 2 methods of representation,

1 divided by 2 = .5 of a legislature or 1/2 half of a legislature for each method. Each half has equal power.

Or the student might do a diagram



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Scoring

3 points	*The student must offer a solution that is logical and provides for both the large and small states to have equal power in the legislature.*
2 points	*The student solution is logical and takes into account both the large and small states but does not provide for equal power in the legislature.*
1 point	*The student solution is logical but only provides for either the large or small states.*

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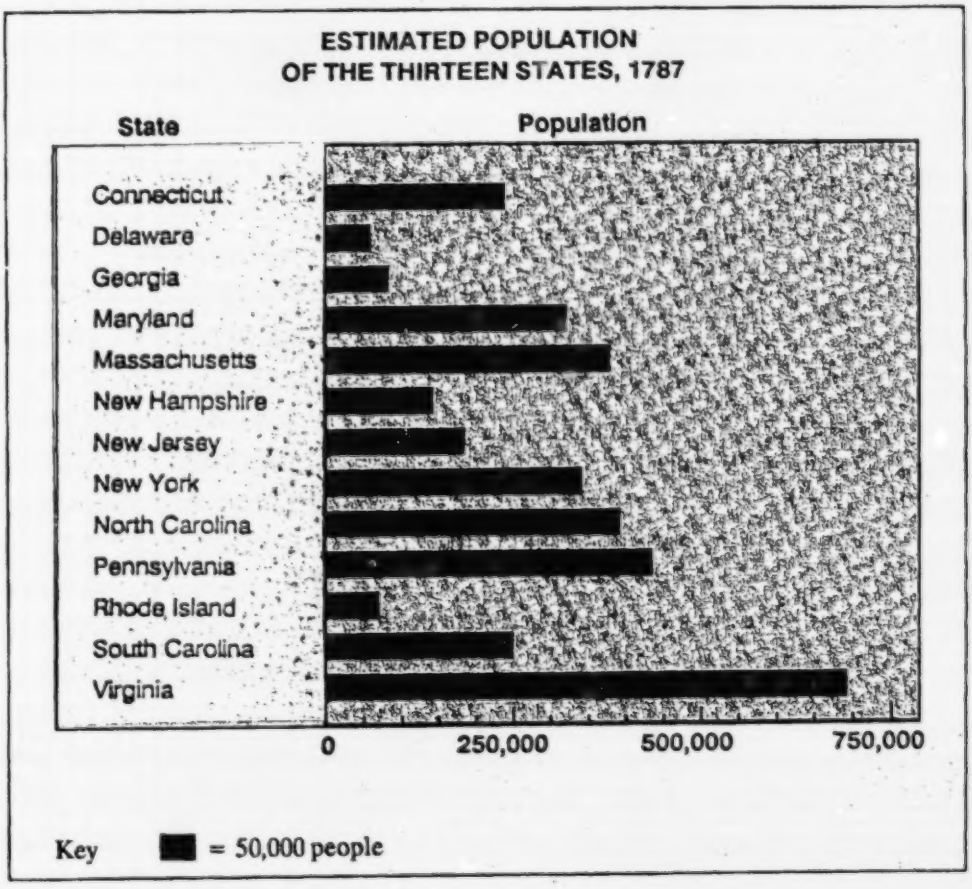
Graph from Page 60 in the We the People Student Text



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We the People: Elementary Text **PSSA Style Math Assessment** **Handout 8-2** **How would you solve this problem?**	**Student Name**	
	Teacher	

Task

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, Frank the farmer, believes that the community needs more farmland to produce more crops. The second brother, Art the artist, believes that the community needs a beautiful park where families can spend time together. The third brother, Mack the manager, believes that a factory would give jobs to people in the community. All three brothers want to use the 15 acres for their purposes. Your task is to find a solution on what to do with the land. Read all parts to the problem before you begin your work.

Student Response to Task

A) Can all three brothers get everything they want? Why or Why not

Show all math work

Response continues on the next page. Earned Point(s): 2 Points 1 Points 0 Point

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B) Can you think of any way that each of the three brothers gets at least part of what he wants?

Write and Explain your solution to the problem

Show all math work you used in solving the problem

Response continues on the next page. Earned Point(s) 2 Points 1 Point 0 Point

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C) If you thought of a solution, you thought of a **compromise.** A compromise is a solution in which each side gives up something and each side gets something. Based on your solution what did each of the brothers give up and what did each brother get?

Describe what each brother got and gave up under your compromise solution.

Show all math work

Earned Point(s) 2 Points 1 Point 0 Point

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We the People: Elementary Text **PSSA Style Math Assessment** **Handout 8-2** **How would you solve this problem?**	**Teacher Guide**

Task

Three brothers have inherited 15 acres from a rich uncle. They must decide how best to use the land. The first brother, Frank the farmer, believes that the community needs more farmland to produce more crops. The second brother, Art the artist, believes that the community needs a beautiful park where families can spend time together. The third brother, Mack the manager, believes that a factory would give jobs to people in the community. All three brothers want to use the 15 acres for their purposes. Your task is to find a solution on what to do with the land. Read all parts to the problem before you begin your work

Solution to the problem

In Part A the student must identify that all three brothers cannot get everything they want because there is not enough land to satisfy all the brothers. The math work must show three brothers X 15 acres = 45 acres needed to give each brother all of what they want. The math work is correct and accurate. This section is worth 2 points.

In Part B the student solution must take into account all three brothers. The fair solution is for each brother to get 5 Acres (3 brothers X 5 acres = 15 total acres). You can accept an uneven allocation provided the student has a reason for it (for example, a park needs less land than a farm) and the total allocations adds up to 15 acres. The math work is correct and accurate. This section is worth 2 points.

In Part C the student will identify the elements of the compromise by indicating what a brother gave up in acres and what a brother got in acres. For example if each brother got 5 acres then each brother gave up 10 acres and got 5. The math work here must be correct, accurate, logical and consistent with the math in Part B. This section is worth 2 points.

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Scoring

Scoring is a function of how many points students achieve on each of the 3 parts. There are 2 points possible for each part.

5 - Advanced Understanding, Excellent

- **Attains 5 or 6 points**

4 - Satisfactory Understanding, Proficient

- **Attains 4 points**

3 - Almost Satisfactory Understanding

- **Attains 3 points**

2 - Partial Understanding

- **Attains 2 points**

1 - Minimal Understanding

- **Attains 1 points**

0 - Incorrect

- **Attains 0 points**

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Student Response to Task

A) Can all three brothers get everything they want? Why or why not

The student must identify that all three brothers cannot get everything they want because there is not enough land to satisfy all the brothers.

Show all math work you used in solving the problem

The math work must show three brothers X 15 acres = 45 acres needed to give each brother all of what they want.

Students may also include the following in their calculations; since there is only 15 acres available, the brothers are 30 acres short of doing what all the brothers want to do (45 total acres needed - 15 acres available = 30 acres needed) or (15 acres available - 45 acres needed = -30 acres to accomplish what the brothers want to do). The math work is correct and accurate.

Scoring:

2 points - Student identifies that there are not enough acres to give all the brothers everything that they want. Math work includes one of calculations listed above. All math work is logical, correct and accurate.

1 point - Student identifies that there are not enough acres for the brothers. Student does not include math work.

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B) Can you think of any way that each of the three brothers gets at least part of what the wants?

Write and Explain your solution to the problem

In Part B the student solution must take into account all three brothers. The fair solution is for each brother to get 5 Acres. You may accept other answers as long as the total acres adds up to 15 and a logical explanation is included as to why one brother should get more than the others, such as a community park needs fewer acres than a farm.

Show all math work you used in solving the problem

Each brother getting and equal number of acres would be (3 brothers X 5 acres = 15 total acres). You can accept an uneven allocation provided the student has a reason for it (for example, a park needs less land than a farm) and the total allocations adds up to 15 acres. The math work is correct and accurate.

Scoring

2 Points - The student proposes a solution that involves all three brothers getting land. The math work is logical to the proposed solution, correct and accurate.

1 Point - The student proposes a solution that does not involve all three brothers getting land. The math work is logical to the proposed solution, correct and accurate.

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C) If you thought of a solution, you thought of a **compromise.** A compromise is a solution in which each side gives up something and each side gets something. Based on your solution to the problem, how many acres did each of the brothers give up and what did each brother get.

Explain how your solution in Part B is a compromise.

The student will identify the elements of the compromise by indicating what each brother gave up in acres and what each brother got in acres.

Show all math work

For example if each brother got 5 acres then each brother gave up 10 acres and got 5.

	What they got	*What they gave up*
Frank	*5*	*15 - 5 = 10*
Art	*5*	*15 - 5 = 10*
Mack	*5*	*15 - 5 = 10*

The math work here must be correct, accurate, logical and consistent with the solution and math in Part B.

Scoring

2 Points - The explanation is consistent with their solution in Part B and it describes the elements of their solution as a compromise. The math work is logical, correct, accurate and consistent with the solution in Part B.

1 Point - The explanation is inconsistent with the solution in Part B OR it does not describe the elements of their solution as a compromise. The math work is correct and accurate but not consistent with the solution in Part B.

Mathematics

Middle School

We the People...
The Citizen and the Constitution
Directed by the Center for Civic Education
Funded by the U.S. Department of Education by act of Congress

Myron E. Yoder, M.Ed.
Pennsylvania Congressional District 15 Co-Coordinator

Name _____ Section or Period _____

We The People : *Middle School Unit 3*

Framers of the Constitution

The 3 x 5 card that you selected has the name of a framer of the Constitution. Your assignment is to look in the appendix of your book and find your framer. When you are called on to present your framer you will speak from the podium and present what you found.

Presentation	Points Possible	Points Earned
Read from Book	5	
Read from a note card	10	
Memorized	15	

Content	Points Possible	Points Earned
Read entire section from book	5	
Read entire section from book and added an additional accurate piece of information about the framer.	10	

Total Points Earned	10	

Note: Students are expected to at least read the section from the book about their Framer. Each student will earn at least 10 points, any additional points will be considered extra.

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Name _____ Section or Period _____

We The People : *Middle School Unit 3*

Framers of the Constitution

Keep track of the following information as you hear the presentations on the framers of the constitution. When we are finished you will be asked to analyze the data you gathered and draw some conclusions from it. You will then share the information in a small group and develop a group report for presentation to the class. Your report should include a graph and the math calculations you used in your analysis of the data.

Criteria	Count
The Framer had a college education.	
The Framer held a political office in the new national government <u>after</u> the constitution was signed.	

You should select at least one other criterion you would like to listen for. Please list your criteria below.

Criteria	Count

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Criteria	Count
The Framer had a college education.	
The Framer held a political office in the new national government <u>after</u> the constitution was signed.	

Identify something you want to listen for in each of the criteria listed below.

Criteria	Count
Civics and Government	
Economics	
Geography	

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